

# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Magnolia Science Academy-2
<b>CDS Code:</b>	19-10199-0115212
<b>LEA Contact Information:</b>	Name: David Garner Position: Principal Email: dgarner@magnoliapublicschools.org Phone: (818) 758-0300
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$5,573,189
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$1,319,496
<b>All Other State Funds</b>	\$733,771
<b>All Local Funds</b>	\$30,000
<b>All federal funds</b>	\$353,555
<b>Total Projected Revenue</b>	\$6,690,515

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$6,403,081
<b>Total Budgeted Expenditures in the LCAP</b>	\$6,403,081
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$1,680,651
<b>Expenditures not in the LCAP</b>	\$0

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$807,171.88
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$732,293.00

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$361,155
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	-\$74,878.88

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	All general fund budget expenditures have been included in the LCAP.
<b>The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted</b>	As explained in the LCP analysis, the differences were due to savings by staff reassignments and using online instructional materials. The planned actions and services were fully provided to high needs students.

**expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.**

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-2

CDS Code: 19-10199-0115212

School Year: 2021-22

LEA contact information:

David Garner

Principal

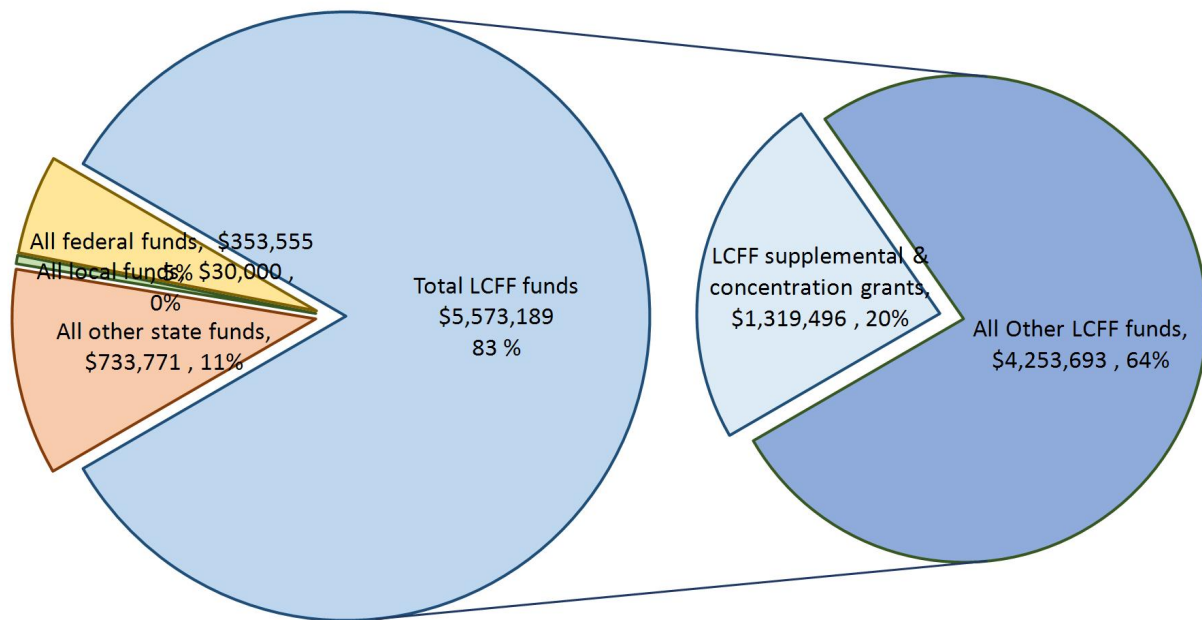
dgarner@magnoliapublicschools.org

(818) 758-0300

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2021-22 School Year

### Projected Revenue by Fund Source



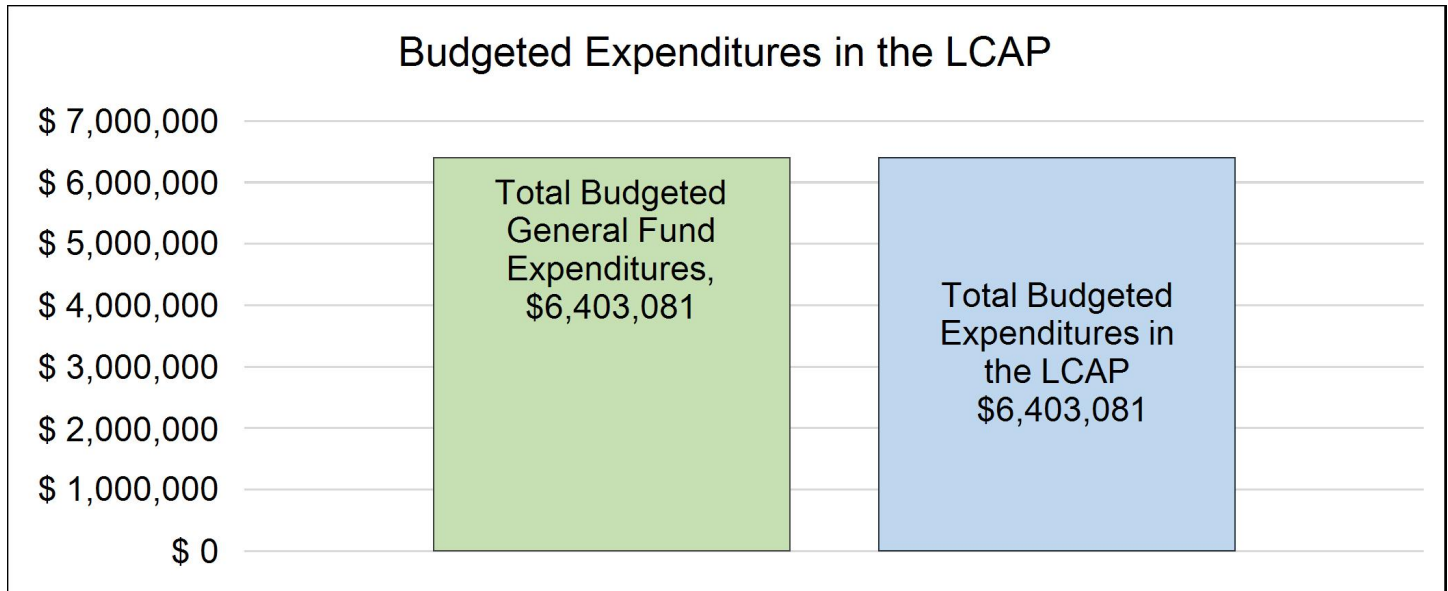
This chart shows the total general purpose revenue Magnolia Science Academy-2 expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy-2 is \$6,690,515, of which \$5,573,189 is Local Control Funding Formula (LCFF), \$733,771 is other state funds, \$30,000 is local funds, and \$353,555 is

federal funds. Of the \$5,573,189 in LCFF Funds, \$1,319,496 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy-2 plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Magnolia Science Academy-2 plans to spend \$6,403,081 for the 2021-22 school year. Of that amount, \$6,403,081 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

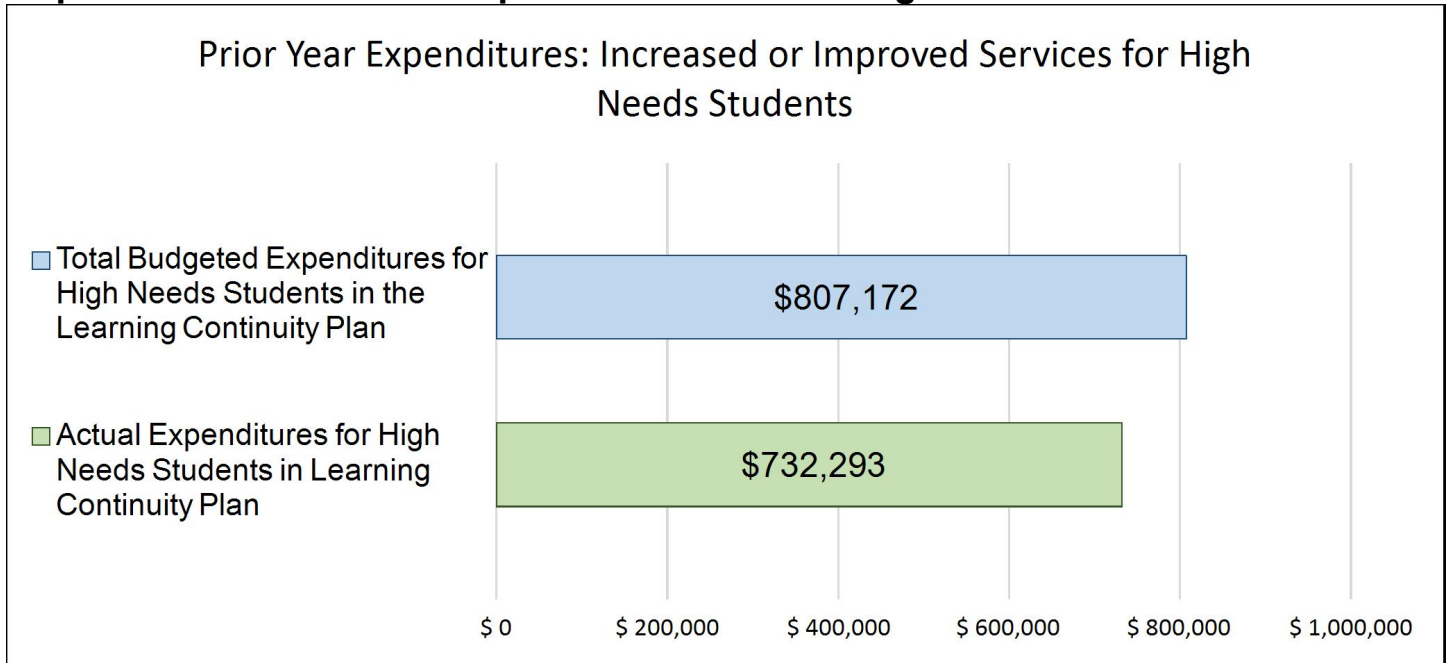
All general fund budget expenditures have been included in the LCAP.

## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Magnolia Science Academy-2 is projecting it will receive \$1,319,496 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-2 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-2 plans to spend \$1,680,651 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Magnolia Science Academy-2 budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-2 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Magnolia Science Academy-2's Learning Continuity Plan budgeted \$807,171.88 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-2 actually spent \$732,293.00 for actions to increase or improve services for high needs students in 2020-21.

As explained in the LCP analysis, the differences were due to savings by staff reassignments and using online instructional materials. The planned actions and services were fully provided to high needs students.

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-2	David Garner Principal	dgarner@magnoliapublicschools.org (818) 758-0300

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:    N/A

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            100%</p>	<p>2019-20:            100%</p>
<p><b>Metric/Indicator</b>            Percentage of students who will have sufficient access to standards-aligned instructional materials</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            100%</p>	<p>2019-20:            100%</p>
<p><b>Metric/Indicator</b>            Percentage of items on facility inspection checklists in compliance/good standing</p> <p><b>19-20</b></p>	<p>2019-20:            94%</p>



Expected	Actual
<p>90%</p> <p><b>Baseline</b> 90%</p>	
<p><b>Metric/Indicator</b> Percentage of students performing proficient on the CAASPP ELA/Literacy assessments</p> <p><b>19-20</b> 2018-19 (Expected): All Students: 3 percentage points up from the prior year</p> <p>English Learners: 1 percentage points up from the prior year</p> <p>Socioeconomically Disadvantaged: 3 percentage points up from the prior year</p> <p>Students with Disabilities: 3 percentage points up from the prior year</p> <p>Hispanic: 3 percentage points up from the prior year</p> <p>White: 2 percentage points up from the prior year</p> <p><b>Baseline</b> 2016-17 (Baseline): All Students: 33%</p> <p>English Learners: 3%</p> <p>Socioeconomically Disadvantaged: 32%</p> <p>Students with Disabilities: 8%</p> <p>Hispanic: 29%</p>	<p>2018-19: All Students: 41.81% English Learners: 7.69% Socioeconomically Disadvantaged: 38.19% Students with Disabilities: 15.56% Hispanic: 38.49% White: 58.82%</p>

Expected	Actual
White: 71%	
<p><b>Metric/Indicator</b> Change in Average Distance from Standard on the CASSPP ELA/Literacy assessments</p> <p><b>19-20</b> 2019-20 (Expected): All Students: 3 points up from the prior year</p> <p>English Learners: 3 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 3 points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Hispanic: 3 points up from the prior year</p> <p>White: 3 points up from the prior year</p> <p><b>Baseline</b> 2016-17 (Baseline): All Students: 49.7 points belowstandard</p> <p>English Learners: 91.6 points belowstandard</p> <p>Socioeconomically Disadvantaged: 51.4 points belowstandard</p> <p>Students with Disabilities: 127.9 points belowstandard</p> <p>Hispanic: 57.0 points belowstandard</p>	<p>2018-19: All Students:16.6 below standard</p> <p>English Learners: 62.1 points below standard</p> <p>Socioeconomically Disadvantaged: 22.0 points below standard</p> <p>Students with Disabilities: 79.9 points below standard</p> <p>Hispanic: 24.9 points below standard</p> <p>White: 26.2 points above standard</p>

Expected	Actual
White: 5.3 points belowstandard	
<p><b>Metric/Indicator</b>            Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 6-10)</p> <p><b>19-20</b>            2019-20 (Expected):            All Students: 2 points up from the prior year</p> <p>English Learners: 2 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 2 points up from the prior year</p> <p>Students with Disabilities: 2 points up from the prior year</p> <p>Hispanic: 2 points up from the prior year</p> <p>White: 2 points up from the prior year</p> <p><b>Baseline</b>            2016-17 (Baseline):            All Students: 52%</p> <p>English Learners: 46.3%</p> <p>Socioeconomically Disadvantaged: 51.5%</p> <p>Students with Disabilities: 48.3%</p> <p>Hispanic: 51.0%</p>	<p>2018-19:            All Students: 58.6%</p> <p>English Learners: 53.5%</p> <p>Socioeconomically Disadvantaged: 57.9%</p> <p>Students with Disabilities: 62.2%</p> <p>Hispanic: 57.1%</p> <p>White: 61.9%</p>

Expected	Actual
White: 61.9%	
<p><b>Metric/Indicator</b>            Percentage of students performing proficient on the CAASPP Mathematics assessments</p> <p><b>19-20</b>            2019-20 (Expected):            All Students: 3 points up from the prior year</p> <p>English Learners: 3 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 3 points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Hispanic: 3 points up from the prior year</p> <p>White: 3 points up from the prior year</p> <p><b>Baseline</b>            2016-17 (Baseline):            All Students: 24%</p> <p>English Learners: 0%</p> <p>Socioeconomically Disadvantaged: 24%</p> <p>Students with Disabilities: 6%</p> <p>Hispanic: 21%</p> <p>White: 52%</p>	<p>2018-19:            All Students: 27.87%</p> <p>English Learners: 5.13%</p> <p>Socioeconomically Disadvantaged: 24.80%</p> <p>Students with Disabilities: 15.55%</p> <p>Hispanic: 23.41</p> <p>White: 67.41%</p>

Expected	Actual
<p><b>Metric/Indicator</b> Change in Average Distance from Standard on the CASSPP Mathematics assessments</p> <p><b>19-20</b> 2019-20 (Expected): All Students: 3 points up from the prior year</p> <p>English Learners: 3 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 3 points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Hispanic: 3 points up from the prior year</p> <p>White: 3 points up from the prior year</p> <p><b>Baseline</b> 2016-17 (Baseline): All Students: 62.3 points below standard</p> <p>English Learners: 111.6 points below standard</p> <p>Socioeconomically Disadvantaged: 62.7 points below standard</p> <p>Students with Disabilities: 102.9 points below standard</p> <p>Hispanic: 68.3 points below standard</p> <p>White: 35.0 points below standard</p>	<p>2018-19: All Students: 60.8 points</p> <p>English Learners: 96.8 points</p> <p>Socioeconomically Disadvantaged: 65.6 points</p> <p>Students with Disabilities: 119.6 points</p> <p>Hispanic: 71.9 points</p> <p>White: 21.8 points</p>

Expected	Actual
<p><b>Metric/Indicator</b>            Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)</p> <p><b>19-20</b>            2019-20 (Expected):            All Students: 2 points up from the prior year</p> <p>English Learners: 2 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 2 points up from the prior year</p> <p>Students with Disabilities: 2 points up from the prior year</p> <p>Hispanic: 2 points up from the prior year</p> <p>White: 2 points up from the prior year</p> <p><b>Baseline</b>            2016-17 (Baseline): All Students: 45.6%</p> <p>English Learners: 50.0%</p> <p>Socioeconomically Disadvantaged: 45.8%</p> <p>Students with Disabilities: 45.8%</p> <p>Hispanic: 45.4%</p> <p>White: 40.0%</p>	<p>All Students: 61.6 %</p> <p>English Learners: 57.8%</p> <p>Socioeconomically Disadvantaged: 63.0 %</p> <p>Students with Disabilities: 53.1%</p> <p>Hispanic: 60.8%</p> <p>White: 63.6%</p>

Expected	Actual
<p><b>Metric/Indicator</b> Percentage of EL students making annual progress in learning English as measured by the ELPAC</p> <p><b>19-20</b> Maintain</p> <p><b>Baseline</b> 88.7%</p>	<p>2018-19: 71.4 %</p>
<p><b>Metric/Indicator</b> Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually</p> <p><b>19-20</b> 1 percentage point up from the prior year</p> <p><b>Baseline</b> 4.8%</p>	<p>2019-20: 26.9%</p>
<p><b>Metric/Indicator</b> Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives</p> <p><b>19-20</b> 1 percentage point up from the prior year</p> <p><b>Baseline</b> 79%</p>	<p>2019-20 (Fall Semester): 79%</p>
<p><b>Metric/Indicator</b> Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments</p> <p><b>19-20</b> 1 percentage point up from the prior year</p> <p><b>Baseline</b> 49%</p>	<p>2019-20: 21.6 %</p>

Expected	Actual
<p><b>Metric/Indicator</b> Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher</p> <p><b>19-20</b> Maintain</p> <p><b>Baseline</b> 65.2%</p>	<p>2019-20: 48.8%</p>
<p><b>Metric/Indicator</b> Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements</p> <p><b>19-20</b> Maintain</p> <p><b>Baseline</b> 91%</p>	<p>2019-20: 94.7%</p>
<p><b>Metric/Indicator</b> Percentage of students in grades 9-11 who will participate in the PSAT test</p> <p><b>19-20</b> Maintain</p> <p><b>Baseline</b> 86%</p>	<p>2019-20: 63.9%</p>
<p><b>Metric/Indicator</b> Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test</p> <p><b>19-20</b> Maintain</p> <p><b>Baseline</b> 15%</p>	<p>2019-20: ELA: 44.7% Math 15.3%</p>



## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$20,000 BTSA expenses (5000)(Base); \$6,000 EL authorization expenses (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$26,000</p>	<p>\$9,000 BTSA expenses (5000)(Base); \$2,950 EL authorization expenses (5000)(Base) 5000-5999: Services And Other Operating Expenditures Title II \$11,950</p>
<p>Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$30,000 Books (4100-4200); \$115,000,199 Supplies, materials (4300), \$135,000 Equipment (4400) 4000-4999: Books And Supplies LCFF Base \$280,000</p>	<p>\$36,800 Books (4100-4200), \$88,151 Supplies and Equipment (4300, 4310, 4320, 4335); \$10,370 (4400, 4410, 4430, 4440) 4000-4999: Books And Supplies LCFF Base \$136,050</p>
<p>Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.</p>	<p>\$17,000 Operation and housekeeping (5500), \$50,000 Repair and Maintenance (5615), \$60,000 Janitors salary &amp; benefits (2900, 3000) 5000-5999: Services And Other Operating Expenditures LCFF Base \$127,000</p>	<p>\$18,300 Operations and housekeeping (5500), \$12,000 Repair and Maintenance (5615), 5000-5999: Services And Other Operating Expenditures LCFF Base \$30,300</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>		<p>\$68,041 Janitors salary (2200) and \$30,412 benefits (3000) 1000-3000: Salary and Benefits LCFF Base \$98,453</p>
<p>Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$40,000 Professional Development (5800); \$3,000 TeachBoost fees, MAP Testing (5000) 5000-5999: Services And Other Operating Expenditures LCFF Base \$43,000</p>	<p>\$26,424 Professional Development (5800); \$2,640 TeachBoost fees, MAP Testing (5000) \$4,937.50 5000-5999: Services And Other Operating Expenditures LCFF Base \$33,061</p>
<p>Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.</p>	<p>\$60,000 EL Coordinator salary (1000)(S&amp;C); \$10,000 Benefits (3000)(S&amp;C); 1000-3000: Salary and Benefits Supplemental and Concentration \$70,000</p> <p>\$5000 EL supplemental materials (4000)(Title I) 4000-4999: Books And Supplies Title I 5,000</p>	<p>\$76,945 EL Coordinator salary (1000)(S&amp;C); \$19,236 Benefits (3000)(S&amp;C); 1000-3000: Salary and Benefits Title I \$96,181</p> <p>\$2,250 - Flocabulary;, \$3,000 - Renaissance Learning / MyOn (portion for EL Students) 4000-4999: Books And Supplies Title I \$5,250</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners</p> <p><b>Scope of Services</b> Limited to Unduplicated Student Group(s)</p> <p><b>Locations</b> All Schools</p>		
<p>Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction.</p> <p>Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>	<p>\$4,000 Professional Development on ELD strategies (5863)(S&amp;C) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$4,000</p>	<p>\$3,389.50 Professional Development on ELD strategies (5863)(S&amp;C) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$3,389.50</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>During the day, Charter School will provide additional supports and interventions to all students, including ELs.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>	<p>\$120,000 2 Intervention teachers' salaries (1000)(Title I); \$30,000 Benefits (3000)(Title I) 1000-3000: Salary and Benefits Title I \$170,000</p>	<p>\$145,000 2 Intervention teachers' salaries (1000)(Title I); \$40,000 Benefits (3000)(Title I) 1000-3000: Salary and Benefits Title I \$185,000</p>
<p>Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>	<p>\$45,000 After school and Saturday ELA/math tutoring teacher stipends (1000)(ASES) 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) \$45,000</p>	<p>\$10,000 After school and (\$8,625) Saturday ELA/math tutoring teacher stipends (1000)(ASES) 1000-1999: Certificated Personnel Salaries LCFF Base, Title I \$32,500</p>
<p>Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.</p>	<p>\$200,000 Two deans of academics and one Title-I coordinator salaries (1000)(Base); \$40,000 Benefits (3000)(Base);</p>	<p>"\$180,00 Two deans of academics salaries (1000)(Base); \$66,500 Benefits (3000)(Base)</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>1000-3000: Salary and Benefits Base; Title I \$240,000</p> <p>\$6,500 Illuminate SIS &amp; DnA (5000); \$6,000 MAP testing fees (5000)(Title I) 5000-5999: Services And Other Operating Expenditures Title I \$12,500</p>	<p>1000-3000: Salary and Benefits Base \$246,500</p> <p>Illuminate SIS &amp; DnA (5000); \$3,010 (SIS), \$1,890 (DnA) 5000-5999: Services And Other Operating Expenditures LCFF Base \$4,900</p> <p>\$3,150 (Title I) - Certificated Admin Salaries 1000-1999: Certificated Personnel Salaries Title I \$3,150</p> <p>\$4,937 NWEA (MAP) testing fees (5000)(Title I) 5000-5999: Services And Other Operating Expenditures Title I \$4,937</p>
<p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$70,000 College Counselor salary (1000)(Base); Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base \$70,000</p>	<p>\$71,357 College Counselor salary (1000)(Base); \$21,407 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base \$92,764</p>
<p>Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.</p>	<p>1100 AP teacher add-on salaries 4300 AP Course materials 4000-4999: Books And Supplies LCFF Base \$25,000</p>	<p>4300 AP Course materials (\$7,213 - College Board / AP Program); AP Textbooks and other materials (\$838 - AP Art Materials; \$461 - AP Spanish Textbook; AP Spanish Textbook - \$6,066 (Wayside); AP Calculus Textbook \$1,799; AP Calc Textbook - \$245; \$1,375 - AP Calc Textbook ) - CHECK W/</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>		<p>LESIA ON AP CALC PURCHASE??? 4000-4999: Books And Supplies LCFF Base \$17,997</p> <p>1100 AP teacher add-on salaries (\$8,000) 1000-1999: Certificated Personnel Salaries LCFF Base \$8,000</p>
<p>Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners Foster Youth Low Income</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>	<p>\$2,000 Naviance program (5000)(Base); \$3,000 College preparation materials (4000)(Base) 4000-4999: Books And Supplies LCFF Base \$5,000</p>	<p>\$2,810 Naviance program (5000)(Base); (\$882 PSAT NMSQT Test Fee), 5000-5999: Services And Other Operating Expenditures LCFF Base \$3,692</p> <p>College preparation materials (4000)(Base): (Stanford Math: \$1,500), 4000-4999: Books And Supplies LCFF Base \$1,500</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 1: Action 1: Planned: \$26,000 Actual: \$11,950 The reason for the difference is that we were planning to support more teachers with their BTSA needs but ended up with less teachers needing it. These additional funds were used to support other priority areas, including Goal 1: Action 7, which spent more than initially budgeted, which had planned: \$170,000, and actual: \$180,000.

Goal 1: Action 2: Planned: \$280,000 Actual: \$136,050 The difference is due to the decision to postpone ordering new sets of textbooks for most subjects which had subscriptions that were expiring. We made the decision to instead order 1 year online subscriptions during this time.

Goal 1: Action 3: Planned: \$127,000 Actual: \$128,753. The school was closed for about three months due COVID-19 and saved on cleaning costs. In addition, we postponed a project to renovate the drinking fountains on campus through LAUSD, and instead purchased new 5 gallon water dispensers for all classrooms to support during Covid-19 as well as other needed items.

Goal 1: Action 4: Planned: \$43,000 Actual: \$33,061 The school was closed for about three months due COVID-19 and teachers attended virtual PDs instead. Also, some of the distance learning PD's which were planned to be completed by outside service providers were provided by MPS home office.

Goal 1: Action 5: Planned: \$75,000 Actual: \$32,500. Less money was spent in this area that initially planned due to not being able to offer in-person Saturday School support during Covid-19.

Goal 1: Action 6: Planned: \$4,000 Actual: \$3,389. The school was closed for about three months due COVID-19 and teachers attended virtual PDs instead.

Goal 1: Action 7: Planned: \$179,000 Actual: \$185,000. More money was spent in this area that initially planned due to additional priorities and needs during Covid-19.

Goal 1: Action 8: Planned: \$45,000 Actual: \$100,975. More money was spent in this area that initially planned due to additional priorities and needs during Covid-19, including expansion of Saturday School services for SPED, EL, and general education students who are struggling academically through distance learning during Covid-19.

Goal 1: Action 9: Planned: \$252,500 Actual: \$259,487. More money was spent in this area that initially planned due to additional priorities and needs during Covid-19.

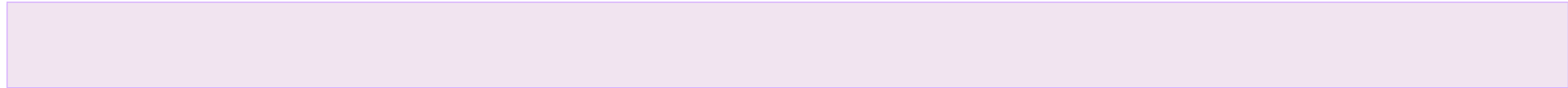
Goal 1: Action 10: Planned: \$70,000 Actual: \$92,764. More money was spent in this area that initially planned due to additional employee benefits not originally included in budgeted amount.

Goal 1: Action 11: Planned: \$25,000 Actual: \$25,997.

Goal 1: Action 12: Planned: \$5,000 Actual: \$5,192.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

As a result of the Covid-19 physical closure of MSA2 during March of 2020, MSA2 was unable to implement the previously scheduled assessments which included the NWEA MAP Spring assessment for all students, as well as the CAASPP in ELA and math. As such, we were unable to assess the ultimate annual academic growth which we typically are able to gather to reassess our academic programs and interventions during typical school years. Nonetheless, we did implement the NWEA MAP during the fall 2019 semester as a benchmark of data in ELA and math which can still be used to compare our growth from previous academic years. Further, during Covid-19, our EL testing coordinator was unable to administer the ELPAC assessment to demonstrate the actual level of growth in the acquisition of English for our English Learner student population which we typically are able to evaluate when measuring our success in meeting our goals. As such, our RFEP rates during this school year were not an accurate measurement of the work and efforts which MSA2 teachers and EL support staff implemented throughout the year. Despite students being on distance learning, additional support continued to be provided by teachers during after school tutoring, and office hours which were provided on a regular basis via Zoom to all students during Covid-19 physical closures to our campus.





## Goal 2

INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)  
 Local Priorities: N/A

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            100%</p>	<p>2019-20:            100%</p>
<p><b>Metric/Indicator</b>            Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            100%</p>	<p>2019-20:            100%</p>
<p><b>Metric/Indicator</b></p>	<p>2019-20:            16%</p>

Expected	Actual
<p>Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club</p> <p><b>19-20</b> 10%</p> <p><b>Baseline</b> 12%</p>	
<p><b>Metric/Indicator</b> Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>2019-20: 100%</p>
<p><b>Metric/Indicator</b> Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo</p> <p><b>19-20</b> 80%</p> <p><b>Baseline</b> 80%</p>	<p>2019-20: 100%</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.</p>	<p>\$2,040,000 Teacher salaries (1000)(Base) 1000-1999: Certificated Personnel Salaries LCFF Base \$2,040,000</p>	<p>\$1,820,734 Teacher salaries (1000)(Base) 1000-1999: Certificated Personnel Salaries LCFF Base \$1,820,734</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$800,000 Benefits (3000)(Base) 3000-3999: Employee Benefits LCFF Base \$800,000</p> <p>\$25,000 Field trip expenses (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$25,000</p>	<p>\$838,295.09 - Benefits (3000)(Base) 3000-3999: Employee Benefits LCFF Base \$838,295.09</p> <p>Academic Competitions (Robotics, Math, AcaDECA) Registration Fees: \$5,174; Field Trips: \$9,400 (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$14,674</p>
<p>Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$250,000 1 Principal and 2 Deans of Academics salaries (1000)(Base); \$55,000 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base \$305,000</p>	<p>\$294,729 1 Principal and 2 Deans of Academics salaries (1000)(Base); \$73,682 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base \$368,411</p>
<p>Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1] 1000-3000: Salary and Benefits LCFF Base \$85,000</p>	<p>\$75,035 1 Title I / Accelerated/Advanced Math teacher salary (1000)(Base) and \$18,758 benefits (3000)(Base) [Duplicated Expense: See Goal 2: Action 1] 1000-3000: Salary and Benefits Title I \$93,793</p>
<p>Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its</p>	<p>"\$40,000 1 IT staff salary (2000)(Base); \$15,000 Benefits (3000)(Base); \$150,000 2</p>	<p>"\$42,828 1 IT staff salary (2000)(Base); \$12,848 Benefits (3000)(Base); \$87,899</p>

<p align="center"><b>Planned Actions/Services</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>	<p align="center"><b>Actual Expenditures</b></p>
<p>technology up to date. Charter School teachers will participate in PD on Blended Learning.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Computer/Technology teachers salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$15,000 Computers; \$68,500 Technology expenses 1000-3000: Salary and Benefits LCFF Base \$288,500</p>	<p>Computer/Technology teachers salary (1000)(Base) and \$22,474 benefits (3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; 1000-3000: Salary and Benefits LCFF Base \$166,049</p> <p>\$3,500 Computers (4000); 4000-4999: Books And Supplies LCFF Base \$3,500</p> <p>\$8,800 Technology expenses (5000) 5000-5999: Services And Other Operating Expenditures LCFF Base \$8.800</p>
<p>Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of school STEAM activities and achievements.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$10,000 Science materials (4000)(Base) 4000-4999: Books And Supplies LCFF Base \$10,000</p>	<p>\$2,000 Science materials (4000)(Base) 4000-4999: Books And Supplies LCFF Base \$2,000</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 2: Action 1: Planned: \$2,865,000; Actual: \$2,673,703.09. The school's initial plan of hiring certain personnel was modified during distance learning, as the school reassigned duties to current staff members to fulfill these duties, including by creating Grade Level Coordinator positions with the existing office staff members. Also, some of the funds budgeted to this action for academic competitions, including robotics tournaments, were not spent due to changes in the available competitions during Covid-19.

Goal 2: Action 2: Planned: \$305,000; Actual: \$368,411. The school spent additional funds in this category based on the years of experience and other qualifications for these employees.

Goal 2: Action 3: Planned: \$85,000; Actual: \$93,793. The school spent additional funds in this category based on the years of experience and other qualifications for the Math Interventionist instructor.

Goal 2: Action: 4: Planned: \$288,500; Actual: 178.349. The school did not spend additional funds budgeted for this area since former sets of Chromebooks which were restored by our IT coordinator were able to be utilized during distance learning by the families during Covid-19.

Goal 2: Action: 5: Planned: \$10,000; Actual: \$2,000. The school was closed for several months due COVID-19 and our STEAM Expo as well as science fair were cancelled due to Covid-19.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

MSA2 takes steps to offer classes, electives, programs, and services which are specified within our charter petition. The particular details as to which offerings are made available to students within each school year is correlated with the interest which is shared by pupils. The overall course offerings at MSA2 each academic year are specifically created with the purpose of servicing the needs of each pupil at our school. We compile recommendations for courses from students during meetings with our Dean of Academics, Assistant Principal, and College Counselor. This information is incorporated into the planning phases for selecting courses.

Additionally, MSA2 works to ensure that our 12th grade students will graduate with their A-G requirements being fulfilled so they are eligible to be accepted into the UC and CSU systems. Throughout their four years in high school, our students all receive a balanced schedule of course offerings across all areas, including the additionally rigorous opportunity to enroll in courses with our community college partners, which include Pierce College, Los Angeles Valley College, and Mission College.

Many of the academic competitions which our students had the opportunity to participate in during their end of this year were not possible during distance learning, such as VEX EDR Robotics and RAD Drones tournaments. However, we were able to still offer our students the ability to enter other competitions which were held virtually. In addition, our students were able to compete in the Math Counts competition during distance learning. Further, this year of Distance, despite the inability to participate in a STEAM Expo with our charter organization, our students still were provided with support to have the opportunity to complete virtual STEAM projects.

Our 12th and 8th grade students were able to compete in their graduation and culmination ceremonies virtually and the school also held a car parade in which cars were decorated as a manner to celebrate the students' accomplishments.

### Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 3: Parental Involvement (Engagement)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:    N/A

#### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Number of SSC meetings per year</p> <p><b>19-20</b> 4</p> <p><b>Baseline</b> 4</p>	<p>2019-20: 4</p>
<p><b>Metric/Indicator</b> Number of ELAC meetings per year</p> <p><b>19-20</b> 4</p> <p><b>Baseline</b> 4</p>	<p>2019-20: 4</p>
<p><b>Metric/Indicator</b> Number of PTF meetings per year</p> <p><b>19-20</b> 4</p> <p><b>Baseline</b> 4</p>	<p>2019-20: 4</p>

Expected	Actual
<p><b>Metric/Indicator</b> Number of activities/events for parent involvement per year</p> <p><b>19-20</b> 5</p> <p><b>Baseline</b> 5</p>	<p>2019-20: 5</p>
<p><b>Metric/Indicator</b> Frequency of SIS record updates</p> <p><b>19-20</b> Daily/Weekly</p> <p><b>Baseline</b> Daily/Weekly</p>	<p>2019-20: Daily/Weekly</p>
<p><b>Metric/Indicator</b> Number of progress reports sent to parents per year</p> <p><b>19-20</b> 4</p> <p><b>Baseline</b> 4</p>	<p>2019-20: 4</p>
<p><b>Metric/Indicator</b> Percentage of students who have been home visited by the teachers per year</p> <p><b>19-20</b> 25%</p> <p><b>Baseline</b> 25%</p>	<p>2019-20: 30.8%</p>
<p><b>Metric/Indicator</b> ADA rate</p> <p><b>19-20</b> 97%</p> <p><b>Baseline</b></p>	<p>2019-20: 96.79%</p>



Expected	Actual
97%	
<b>Metric/Indicator</b> Chronic absenteeism rate  <b>19-20</b> 6%  <b>Baseline</b> 10%	2019-20 (Fall Semester): 6.3%
<b>Metric/Indicator</b> Middle school dropout rate  <b>19-20</b> 0%  <b>Baseline</b> 0%	2019-20: 0%
<b>Metric/Indicator</b> High school dropout rate  <b>19-20</b> 0%  <b>Baseline</b> 0%	2019-20: 0%
<b>Metric/Indicator</b> Four-year cohort graduation rate  <b>19-20</b> 100%  <b>Baseline</b> 98%	2019:20: 100%
<b>Metric/Indicator</b> Student suspension rate  <b>19-20</b> 0%	2019-20: 0.2%

Expected	Actual
<p><b>Baseline</b> 0.2%</p>	
<p><b>Metric/Indicator</b> Student expulsion rate</p> <p><b>19-20</b> 0%</p> <p><b>Baseline</b> 0.2%</p>	<p>2019-20: 0%</p>
<p><b>Metric/Indicator</b> School experience survey participation rates</p> <p><b>19-20</b> Students: 85% Families: 85% Staff: 85%</p> <p><b>Baseline</b> Students: 83% Families: 95% Staff: 94%</p>	<p>2019-20: Students: 99.3% Families: 85.8% Staff: 100%</p>
<p><b>Metric/Indicator</b> School experience survey average approval rates</p> <p><b>19-20</b> Students: 85% Families: 85% Staff: 85%</p> <p><b>Baseline</b> Students: 63% Families: 90% Staff: 80%</p>	<p>2019-20: Students: 70% Families: 93% Staff: 89%</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.</p>	<p>\$10,000 Parent meeting expenses (4000)(Title I) 5000-5999: Services And Other Operating Expenditures Title I \$10,000</p>	<p>\$3,990 (5000)(Title I) 5000-5999: Services And Other Operating Expenditures Title I \$3,900</p>
<p>Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$2,000 Parent activities/events expenses (4000)(Base) 4000-4999: Books And Supplies LCFF Base \$2,000</p>	<p>\$1,510 Parent meeting expenses (4000)(LCFF Base) 4000-4999: Books And Supplies LCFF Base \$1,510</p>
<p>Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$6,500 Illuminate SIS &amp; DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9] 5000-5999: Services And Other Operating Expenditures LCFF Base \$6,500</p>	<p>\$4,900 Illuminate SIS &amp; DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9] 5000-5999: Services And Other Operating Expenditures LCFF Base \$4,900</p>
<p>Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.</p>	<p>\$20,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2:</p>	<p>\$9,750 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>	<p>Action 1] 1000-1999: Certificated Personnel Salaries Title I \$20,000</p>	<p>Action 1] 1000-1999: Certificated Personnel Salaries Title I \$9,750</p>
<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>	<p>\$70,000 School Psychologist salary (1000)(S&amp;C); \$15,000 Benefits (3000)(S&amp;C) 1000-3000: Salary and Benefits S &amp; C; Title I \$85,000</p>	<p>\$60,282 School Psychologist salary (1000)(S&amp;C); \$26,800 Benefits (3000)(S&amp;C) 1000-3000: Salary and Benefits S &amp; C; Title I \$87,082</p>
<p>Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.</p>	<p>\$140,000; 1 Office Manager and 2 Office Clerk salaries (2000)(Base); \$50,000 Benefits (3000)(Base); \$2,500 ParentReach notification program</p>	<p>\$125,292; 1 Office Manager and 2 Office Clerk salaries (2000)(Base); 2000-2999: Classified Personnel Salaries LCFF Base \$125,292</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>2000-2999: Classified Personnel Salaries LCFF Base \$192,500</p>	<p>\$37,587 Benefits (3000)(Base); 3000-3999: Employee Benefits LCFF Base \$37,587</p> <p>\$2,440 ParentSquare notification program 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$2,440</p>
<p>Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$80,000; College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; \$20,000 Recovery Program 1000-3000: Salary and Benefits LCFF Base \$100,000</p>	<p>\$71,357; College counselor salary (1000)(LCFF Base) and \$17,837 benefits (3000)(LCFF Base) [Duplicated Expense: See Goal 1: Action 10]; 1000-3000: Salary and Benefits LCFF Base \$87,188</p> <p>\$6,372 - Naviance and APEX (5000) 5000-5999: Services And Other Operating Expenditures LCFF Base \$6,372</p>
<p>Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.</p>	<p>\$150,000 2 Dean of Students salary (1000)(Base); \$30,000 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base \$180,000</p>	<p>\$80,707 1 Dean of Students salary (1000)(Base); \$20,176 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base \$100,883</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>		
<p>Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners Foster Youth Low Income</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>	<p>\$15,000.00; 5863 Teacher PD on classroom management 5000-5999: Services And Other Operating Expenditures LCFF Base \$15,000</p>	<p>\$3,239; 5863 Teacher PD on classroom management. \$3,900 PBIS LACOE PD 5000-5999: Services And Other Operating Expenditures LCFF Base \$7,139</p>
<p>Charter School will annually administer school experience surveys to students, parents, and staff.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$2,000 Panorama Education surveys (5000)(Base) 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$2,000</p>	<p>\$1,800 Panorama Education surveys (5000)(Base) 5800: Professional/Consulting Services And Operating Expenditures Title I \$1,800</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 3: Action: 1: Planned: \$10,000; Actual: \$3,900. This category did not utilize all of the funding allocated since some of the end of year events with our Parent Bridge program were not able to take place in-person, once Covid-19 closed the campus down during the last few months of the school year.

Goal 3: Action 4: Planned: \$20,000 Actual: \$9,750. MSA2 was closed for the last several months of the school year due COVID-19 and as such, staff were not able to complete additionally scheduled home visits during this time.

Goal 3: Action 5: Planned: \$192,500; Actual: \$165,319. This change in amount spent is due to the change in office manager to another individual with a different number of years of experience.

Goal 3: Action 6: Planned: \$180,000; Actual: \$100,883. This change in amount spent is due to the change in dean of students to another individual with a different number of years of experience.

Goal 3: Action 7: Planned: \$15,000; Actual: \$7,139. This category did not utilize all of the funding allocated since some of the end of year events with our professional development trainings for in-person teachers which were planned for the end of the year, once Covid-19 closed the campus down during the last few months of the school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

MSA2 conducted important meetings with parents, staff, and students which included the SSC, ELAC, and PTF meetings throughout the duration of the academic year, including via Zoom through distance learning during Covid-19. Our parents were kept up to speed regarding their academic progress, attendance and behavior of their children by means of our Illuminate SIS, in addition to our utilization of ParentSquare as a manner to maintain open communication with parents. Academic progress report grades were distributed and printed as well as mailed to student homes each quarter, as well as end of semester official grades. During distance learning, parents were able to receive their students grades via ParentSquare private messages as well. The school continued to hold meetings with parents virtually via Zoom during the last few months of the school year once Covid-19 required the physical campus to close down.

During the first three quarters of the year, the school conducted home visits with teachers and school administrators to support students and their families. Once Covid-19 caused the school to close down, our school administration continued to conduct home visits to provide students with food, technology and to provide support for students' mental health needs.

Throughout this academic year, MSA2 maintained a high ADA, including during distance learning as a result of reassigning our office staff members to serve as Grade Level Coordinators who were each responsible to oversee student attendance reconciliation for their specifically assigned grade levels. This support helped families have an even smaller ratio of staff member to serve their child's needs, and to provide information to the school regarding any issues which were shared by the parents during this time. MSA2 maintained a low expulsion rate of 0%, as well as a suspension rate of below 0.5% during this time as well as a result of our PBIS approach to incorporating positive interventions to help redirect student misbehavior. MSA2 has continued to receive training from LACOE with its PBIS program in order to support the school's effort to improve in this area.

MSA2 incorporated our annual stakeholder surveys in order to discover areas of strength which are shared by various stakeholder groups, as well as areas which we can target to improve. During distance learning, our survey results demonstrated the feeling across students, families and staff members that MSA2 continued to service the need of our students, despite the presence of a pandemic and the multitude of obstacles which needed to be overcome during this time.



# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Addition of a Certified Nurses Assistant on-site 6 hours/day to provide health screenings and temperature checks for staff, students and parents/visitor	\$44,000	31,000	No
Deep Cleaning and Disinfecting of Campus	\$15,000	10,840	No
PPE, dividers, portable hand washing station, storage shed, floor printed signs for Covid, etc	\$42,000	42,000	No
PD to support reaching needs of SPED students during distance learning and hybrid learning.	\$5,655	0	No
Substitute coverage by core teachers	\$3,000	4,000	Yes
Additional SPED professional services including Edlogical, eLuma, Direct Ed, etc.	\$93,395	25,000	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

MSA2 budgeted the amount of: \$44,000 for our CNA; however, the actual amount of: \$31,000 took place due to the 6 hours of work which was provided to our nurse during this time. When the school was closed for several months and the campus was not accessible, there was no ability to utilize a nurse during this time.

Deep cleaning and disinfecting of campus for Deep Cleaning: \$15,000 Actual: \$10,840. When the school was closed for several months during this academic year and the campus was not accessible, there was no need to utilize additional disinfecting services during this time.

PD to support reaching needs of SPED students during distance learning and hybrid learning. Planned: \$5,655; Actual: \$0. This expenditure was reduced due to training which was provided internally by our MPS Director of SPED Services to support out SPED teachers and staff.

Additional SPED professional services including Edlogical, eLuma, Direct Ed, etc. Planned: \$93,295; Actual: \$25,000. This expenditure was reduced due to the reallocation of funds to provide additional support to SPED student via Saturday School instructional support throughout the entire academic year. This shift in resources was utilized, since our SPED population was able to receive additional support during distance learning from their teachers which they were more familiar with than via outside service providers who the students did not know. Our full time school psychologist continued to provide counseling services to our SPED students via Zoom during distance learning, as well as on campus, which also provided the students with additional support by our MSA2 internal staff member who the students already know and are familiar with.

## **Analysis of In-Person Instructional Offerings**

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

During the 2020-21 academic year, MSA2 incorporated the addition of a CNA (Certified Nurse's Assistant) who works for 6 hours each week day on campus to conduct health screenings as well to take temperatures of all individuals prior to entering campus. This additional service provides a significant support to the school during this time, since the presence of a trained individual provides more support and confidence in the safety and wellbeing of the campus. This has led to increased percentages of families opting to have their children participate in hybrid learning at MSA2 during the Spring semester.

In addition to adding a CNA this year, MSA2 has taken numerous steps to keep the school safe and clean during this academic year. Amongst such changes, MSA2 purchased two backpack spray disinfectant devices which are utilized by our two custodial workers to have a more efficient manner of disinfecting the classrooms during hybrid learning and between the different groups of students on campus. Further, MSA2 purchased plastic desk dividers for all student desks, and teacher desks to provide additional coverage to the students during this time. We also purchased thousands of masks, gloves, gallons of hand sanitizer and disinfecting wipes which are utilized to maintain a clean and safe campus. Finally, we have included signs, hand washing stations, and implemented Covid testing on campus for all students and staff members.

During distance learning, MSA2 has continued to monitor the academic performance of our students by means of utilizing the NWEA MAP assessments which are administered twice annually for all students, as well as for our intervention students who are taking Power English and Power Math during the winter semester as well. Our special populations have continued to receive on-campus support which began during the fall semester with the SPED teachers providing small group interventions on campus. Our SPED and EL students continue to receive interventions via Zoom, including with their counseling sessions which take place virtually.



# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of sufficient WiFi Hotspots to ensure connectivity for all students at home	\$12,037	61,595	Yes
Online learning platforms and educational software to enhance learning as well as assist with mitigating learning loss through remote/distance learning and which include: Zoom, NWEA MAP, ALEKS, MyOn, etc.)	\$66,460	61,000	Yes
Purchase of online books to ensure teachers deliver high-quality instruction through remote/distance learning	\$40,000	24,257	Yes
Staff PD related to distance learning and technology integrated instruction	\$10,000	0	Yes
Salary and benefits of SPED teachers and support staff, including hiring a new instructional SPED paraprofessional to support learning loss for our highest-need student population during distance and hybrid learning	\$393,034.57	415,000	No
Salary and benefits of EL coordinator and math interventionist teachers to support learning loss during distance and hybrid learning	\$193,773.88	205,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Purchase of online books to ensure teachers deliver high-quality instruction through remote/distance learning: \$40,000 Actual: \$24,257. During distance learning, more online supplemental support resources were integrated into classroom instruction as well as extensions of previous subscriptions to online textbooks which had been purchased during previous academic years, so less funds were needed in this category.

Staff PD related to distance learning and technology integrated instruction: \$10,000 Actual: \$0. During distance learning, our IT coordinator provided training to our teachers and staff related to this matter, so this expenditure was not needed.

## **Analysis of the Distance Learning Program**

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

MSA2 provided all students with the opportunity to attend summer school to help mitigate the loss of learning which took place during this time. Students who had previously passed all of their classes were still invited to attend the program as a manner to build additional skills in English and math. In addition, students who had received failing grades during the previous academic year were invited to work on credit recovery for high school students which incorporate online learning platforms. Prior to the arrival of students for the next academic year, MSA2 provided professional development trainings to our teachers and staff in collaboration with the home office. These trainings continued to take place during the start of the school year through the weekly collaborative time which takes place through department meetings, SPED meetings, grade level meetings, EL meetings, SEL committee meetings, PBIS meetings, administrative meetings, and monthly support meeting with the central office with each MSA2 administrator. During all of these support times, the focus was provided on providing high quality instruction across distance learning to all student groups, including EL and SPED students. Teachers monitored student work via Google Classroom, and provided feedback to students as well as maintained grades in Illuminate. SPED students continued to have IEP meetings virtually during distance learning. SPED teachers and paraprofessionals continued to provide support to students via breakout rooms in Zoom, as well as through small on-campus group interventions, as well as via Saturday School and after school tutoring and office hour interventions. Additionally, attendance was monitored throughout this year by the Dean of Students in collaboration with the Grade Level Coordinators who contact parents of students who are not attending classes to help provide support resources to the student which are needed.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
After school program aligned to meet the needs of students during distance learning, this includes additional academic and mentoring support, extracurricular activities to expand learning and engage students and provide additional teacher stipends to support and enrich the academic program.	\$9,000	\$9,000	Yes
Summer Enrichment Program was provided virtually in July 2020 to provide additional educational opportunities in order to mitigate summer learning loss, provide enrichment activities which support Social Emotional Learning, and prepare students for their transition to middle school.	\$37,353	\$36,000	Yes
Saturday school and additional office hours will be provided to all students during the 2020-21 school year to support student learning and mitigate learning loss. Great emphasis will be made to support students within the Tier 2 and 3 intervention groups with the extended learning opportunities to close the achievement gaps.	\$31,000	\$82,350	Yes
Salary and benefits for additional computer technology teacher to support distance and hybrid learning	\$150,000	\$0	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Goal 2: Action 4: Planned: \$150,000 Actual: \$0. MSA2 opted to reassign some of the duties which were planned to be assigned to the new computer teacher to our current IT Coordinator, including providing ongoing professional development and support to our teachers related to implementing high quality instruction via distance learning to our teachers. Some of these additional funds were allocated to increase the funds spent on Saturday School to \$82,350, which was higher than the \$31,000 budgeted for this area, as well as to increase the amount spend on hotspots to \$61,595, which is greater than the \$12,000 initially budgeted for internet hotspots to support student learning during distance learning.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

During distance learning, MSA2 provided support to students related to the changes which took place as a result of students being required to access their learning by means of utilizing Chromebooks for multiple hours daily. In order to help students continue to engage with their courses, each teacher offered after school tutoring time where they could provide students with additional support related to standards to students beyond what was offered during the regular instructional time. This after school intervention time was also utilized by teachers to provide students with the opportunity to complete missing assignments, retake tests and quizzes and receive additional support. Further, teachers also provide support to students after each synchronous class session during the second half of each class period via Zoom where teachers continue to answer questions for students related to assignments during the asynchronous time.

Additionally, during distance learning, MSA2 offered weekly Saturday School support to SPED, EL and general education students for multiple hours each week across the subjects of English, math, computers, Spanish, ELD, and other courses, including by integrating online academic support tools into their classes. Teachers integrate online platforms which collect data related to standards mastered by students, including Flocabulary, ALEKS, myON, and other platforms as a manner to assess students on standards and create targeted interventions to support student learning loss mitigation. MSA2 also provided a Thanksgiving Learning Loss Mitigation Camp to support students during the extended break away from regular school.

Teachers were provided with additional technological resources to support them in providing high quality instruction to students during distance learning, including laptops, elmo projectors, headphones, microphones, and other resources. Students received weekly Social-Emotional Learning support during Advisory and SSR classes which were led by the ASB student government high school leadership members in partnership with the Dean of Students, the Director of Student Services, and the PBIS Coach, where students were provided with videos which taught weekly SEL themes from the Zones of Regulation curriculum. Suicide risk assessments were continued to be conducted during distance learning by our school psychologist and Dean of Students in order to provide additional mental health support to students in crisis as well.





## **Analysis of Mental Health and Social and Emotional Well-Being**

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Students received weekly Social-Emotional Learning support during Advisory and SSR classes which were led by the ASB student government high school leadership members in partnership with the Dean of Students, the Director of Student Services, and the PBIS Coach, where students were provided with videos which taught weekly SEL themes from the Zones of Regulation curriculum. Suicide risk assessments were continued to be conducted during distance learning by our school psychologist and Dean of Students in order to provide additional mental health support to students in crisis as well. Our full time psychologist continued to provide counseling support sessions to students in need as well as to SPED students virtually via Zoom, as well as in person. Our school conducted a SEL student survey in the winter which compiled data related to students in need, and the Dean of Students collaborated with the principal and school psychologist to provide interventions to support the students in greatest need. Our SEL committee holds weekly meetings where they plan the weekly lessons which will be taught by the ASB student government officials to the full school via videos to help teach students strategies to effectively regulate their emotions and overcome obstacles in a positive manner which is supportive of their mental health needs. We have provided 504s and assessed students for eligibility for IEPs related to social emotional challenges which have taken place. We have collaborated with the LA County Department of Mental Health in order to follow up on students who have been transported for further evaluation with the Psychiatric Mobile Response Team for psychiatric inpatient evaluations.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Our school reassigned our office staff to serve in the positions of Grade Level Coordinators where they are responsible to oversee the students in each particular grade level. This support has been provided to the school during distance learning as a manner to increase student engagement in learning, as these staff members make daily phone calls to families of students who are absent from classes. This communication provides us with the connection with families who often share addition challenges which are taking place with students. In addition, we continue to hold weekly Coffee with the Principal meeting on Fridays to provide parents with an opportunity to share their feedback with the school related to their children, as well as to share important information with families. We also continue to hold ELAC, SSC, and PTF meetings during distance learning where priorities are discussed and voted upon for approval and support by members from various stakeholder groups. In addition, we create and distribute a monthly newsletter which holds important information from our school administration, English Language Coordinator, Grade Level Coordinators, and also provides the community with student journalist work.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

We continue to provide free meals to all students on our campus during distance learning on Tuesdays and Thursdays throughout the academic year from 12-3pm. Our Dean of Students also makes drops to the homes for food for families who make the request and who lack transportation on a weekly basis. In addition, food is provided to students during in-person learning days during hybrid learning.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Additional mental health resources and services to overcome trauma.	\$5,449	0	Yes
Mental Health and Social and Emotional Well-Being	Participation in PD's to support SEL and development, including LACOE's PBIS Program 2020-21	\$4,500	4,500	Yes
Mental Health and Social and Emotional Well-Being	Purchase and training for Zones of Regulation SEL curriculum	\$700	692	Yes
Distance Learning Program (Staff Roles and Responsibilities)	Reimbursement for Essential employees for internet and phone usage during distance and hybrid learning	\$4,000	4,000	Yes
Distance Learning Program (Staff Roles and Responsibilities)	Reassignment of duties along with salary and benefits of four current staff to serve as Grade Level Coordinators for Outreach and Student Engagement for grades 6 - 12 during distance and hybrid learning	\$128,103	\$128,103	Yes
Mental Health and Social and Emotional Well-Being	Full time school psychologist to support students social-emotional needs and provide counseling services to students with IEPs	\$111,796	\$111,796	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Additional mental health resources and services to overcome trauma. Planned: \$5,449; Actual: \$0. Our full time school psychologist provides mental health in-house support to students in SPED programs who have these services and also to students displaying mental health crises to provide additional support. As such, the outside resources have not been needed.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

At MSA2, our in-person instruction has strengthened with incorporating more technologies into the classroom. For example, purchasing Chromebooks for students, hotspots for internet, and interactive panels for teaching. We have utilized our core content curriculum and integrated supplemental materials that differentiate and support all learners. Our Distance Learning program has been made easy with the purchases of Chromebooks, hotspots, and extra teaching devices like a touch screen interactive TV, cameras, and accessing our online curriculum with fidelity. Our Hybrid Learning model started in April, 2021, with all grade levels from 6 -12 grade coming to school on Mondays and Tuesdays for the purple group and on Thursdays and Fridays for the Silver group, with the rest of the days are asynchronous Distance Learning.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

To support the learning loss of students, we at MSA2 have increased interventions from weekly after school to including Saturday invention/ tutoring opportunities. We have increased the length of our hours during summer school as well as the hours, days and amount of teacher provided each week during Saturday School, and purchased an additional supplemental curriculum supporting math, ELA, science, and social studies.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

In supporting our students' and stakeholders' mental and social-emotional wellbeing, we have increased our surveys and partnered with Care Solace, a counseling program that supports our students, staff members, and families. We have also incorporated the SEL curriculum and mindfulness activities for all stakeholders. Under Pupil and Family engagement outreach, we have used our PACE coordinator and increased the meeting frequency with all our stakeholders. Ensuring that their voices and school transparency are expressed. School nutrition has increased as we have been able to provide breakfast and lunches to all students. We have also used partnerships in our community to increase our monthly food bank to weekly and allowing the entire community to participate.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

At MSA2, our in-person instruction has strengthened with incorporating more technologies into the classroom. For example, purchasing chrome books for students, hotspots for internet, and interactive panels for teaching. We have utilized our core content curriculum and integrated supplemental materials that differentiate and support all learners. Our Distance Learning program has been made easy with the purchases of Chromebooks, hotspots, and extra teaching devices like a touch screen interactive TV, cameras, and accessing our online curriculum with fidelity. To support the learning loss of students, we at MSA2 have increased interventions from weekly after school to including Saturday invention/ tutoring opportunities. We have increased the length of our hours during summer school, as well as increased the amount of hours, days, and teachers provided during Saturday Schools, and purchased an additional supplemental curriculum supporting math, ELA, science, and social studies. In supporting our student's and stakeholders' mental and social-emotional wellbeing, we have increased our surveys and partnered with Care Solace, a counseling program that supports our students, staff members, and families. We have also incorporated the SEL curriculum and mindfulness activities for all stakeholders. Under Pupil and Family engagement outreach, we have used our PACE coordinator and increased the meeting frequency with all our stakeholders. Ensuring that their voices and school transparency is expressed. School nutrition has increased as we have been able to provide breakfast and lunches to all students. We have also used partnerships in our community to increase our monthly food bank to weekly and allowing the entire community to participate.

## **Instructions: Introduction**

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## **Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year**

### **Annual Update**

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**



- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	5,289,000.00	4,798,882.39
After School Education and Safety (ASES)	45,000.00	0.00
Base	0.00	246,500.00
Base; Title I	240,000.00	0.00
LCFF Base	4,627,500.00	4,013,699.89
LCFF Base, Title I	0.00	32,500.00
LCFF Supplemental and Concentration	4,000.00	3,389.50
S & C; Title I	85,000.00	87,082.00
Supplemental and Concentration	70,000.00	0.00
Title I	217,500.00	403,761.00
Title II	0.00	11,950.00
	0.00	10,697.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	5,289,000.00	4,798,882.39
1000-1999: Certificated Personnel Salaries	2,105,000.00	1,874,134.00
1000-3000: Salary and Benefits	1,593,500.00	1,622,304.00
2000-2999: Classified Personnel Salaries	192,500.00	125,292.00
3000-3999: Employee Benefits	800,000.00	875,882.09
4000-4999: Books And Supplies	327,000.00	167,807.00
5000-5999: Services And Other Operating Expenditures	269,000.00	129,223.30
5800: Professional/Consulting Services And Operating Expenditures	2,000.00	4,240.00
	2,000.00	4,240.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	5,289,000.00	4,798,882.39
1000-1999: Certificated Personnel Salaries	After School Education and Safety (ASES)	45,000.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	2,040,000.00	1,828,734.00
1000-1999: Certificated Personnel Salaries	LCFF Base, Title I	0.00	32,500.00
1000-1999: Certificated Personnel Salaries	Title I	20,000.00	12,900.00
1000-3000: Salary and Benefits	Base	0.00	246,500.00
1000-3000: Salary and Benefits	Base; Title I	240,000.00	0.00
1000-3000: Salary and Benefits	LCFF Base	1,028,500.00	913,748.00
1000-3000: Salary and Benefits	S & C; Title I	85,000.00	87,082.00
1000-3000: Salary and Benefits	Supplemental and Concentration	70,000.00	0.00
1000-3000: Salary and Benefits	Title I	170,000.00	374,974.00
2000-2999: Classified Personnel Salaries	LCFF Base	192,500.00	125,292.00
3000-3999: Employee Benefits	LCFF Base	800,000.00	875,882.09
4000-4999: Books And Supplies	LCFF Base	322,000.00	162,557.00
4000-4999: Books And Supplies	Title I	5,000.00	5,250.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	242,500.00	105,046.80
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	4,000.00	3,389.50
5000-5999: Services And Other Operating Expenditures	Title I	22,500.00	8,837.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	11,950.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	2,000.00	2,440.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00	1,800.00
		0.00	1,800.00
		0.00	1,800.00
		0.00	1,800.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	1,122,500.00	1,015,574.50
<b>Goal 2</b>	3,553,500.00	3,307,464.89
<b>Goal 3</b>	613,000.00	475,843.00

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

<b>Total Expenditures by Offering/Program</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$203,050.00	\$112,840.00
<b>Distance Learning Program</b>	\$715,305.45	\$766,852.00
<b>Pupil Learning Loss</b>	\$227,353.00	\$127,350.00
<b>Additional Actions and Plan Requirements</b>	\$254,548.00	\$249,091.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$1,400,256.45</b>	<b>\$1,256,133.00</b>

<b>Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$200,050.00	\$108,840.00
<b>Distance Learning Program</b>	\$393,034.57	\$415,000.00
<b>Pupil Learning Loss</b>		
<b>Additional Actions and Plan Requirements</b>		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$593,084.57</b>	<b>\$523,840.00</b>

<b>Expenditures by Offering/Program (Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$3,000.00	\$4,000.00
<b>Distance Learning Program</b>	\$322,270.88	\$351,852.00
<b>Pupil Learning Loss</b>	\$227,353.00	\$127,350.00
<b>Additional Actions and Plan Requirements</b>	\$254,548.00	\$249,091.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$807,171.88</b>	<b>\$732,293.00</b>

# Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-2	David Garner Principal	dgarner@magnoliapublicschools.org (818) 758-0300

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

Magnolia Science Academy-2 (MSA-2 Charter School), is a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2008, MSA-2’s mission is to provide “a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.”

MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundational skills presented in ways that are relevant and inspiring for our students. MSA-2 adopted the Gates Model of providing its students with a small school environment, staffed with high quality educators and dedicated professionals whose sole purpose is to educate and prepare each child for higher education. Classroom instruction at MSA-2 is supplemented by tutoring, after-school programs, Saturday school enrichment, morning school support, and school-to-university pathways.

MSA-2 currently has 468 students in grades 6-12, and mainly draws enrollment from Van Nuys, CA, and neighboring communities. The neighborhoods that MSA-2 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-2 serves face economic challenges. MSA-2 has a diverse enrollment, including 87% Hispanic / Latino, 6% Asian / Pacific Islander, 5% White, 2% Black / African American, 86% Socioeconomically Disadvantaged, 15% Special Education, and 14% English Learner population.

For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

Magnolia Science Academy 2  
Address: 17125 Victory Blvd., Lake Balboa, CA, 91406-5455



Phone: 818-758-0300

Email: [dgarner@magnoliapublicschools.org](mailto:dgarner@magnoliapublicschools.org)

### Our History

Magnolia Science Academy – 2 (MSA-2) opened its doors to serve the community of Reseda in the Fall of 2008 for the grades 6th through 12th grade. In 2010, the school site moved to Lake Balboa. The school provides an academically rigorous standards-based curriculum.

### Our Mission

Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, and math (STEAM) in a safe environment that cultivates respect for self and others.

### Our Vision

Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

### INNOVATION

Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

### CONNECTION

School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

### EXCELLENCE

Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

MSA-2's graduation rate improved from the orange indicator color to the blue color on the California Dashboard from the 2017-18 to the 2018-19 academic years. In addition, MSA-2 has yielded a 95% graduation rate during the 2019-20 and the 2020-21 academic years. To maintain this high rate in future years, we will continue to track student diploma requirements throughout the four years. Students are able to

recover any missing credit during summer or regular terms. Students are able to take college courses on MSA2 campus or at college campus to earn dual-enrollment credits and move ahead with their requirements.

MSA-2's college career indicator on the California Dashboard improved from yellow to green from the 2017-18 to the 2018-19 academic year. To support even further growth in this area, MSA-2 launched our first cohort of early college students during the summer of 2020 where incoming 9th grade students were given the opportunity to enroll in their first college course with Los Angeles Valley College. 100% of these students passed the Counseling 020 course for 3 units with a letter grade of an A or a B. Many of these students also enrolled in and passed other college courses during their regular 9th grade academic year school year.

Also, MSA-2's suspension rate has been very low over the past two years during the 2017-18 and 2018-19 academic years, as demonstrated by our blue color on the California Dashboard. In addition, MSA-2 had 0 suspensions or expulsions during the 2020-21 academic year, and had 0.2% suspension rate during the 2019-20 academic year. This outcome has been reached by means of a collaborative partnership with the Los Angeles County Office of Education (LACOE) Positive Behavior Interventions and Supports (PBIS) program over the past four academic years, where our school administration and PBIS coach have received professional development and guidance to promote alternatives to suspensions and expulsions. In addition, our high school ASB student government leaders have supported this effort by teaching Bully Prevention courses to our middle school students during their Life Skills classes. Further, our student leaders produce PBIS weekly videos which reinforce the school's behavioral expectations while simultaneously providing students with lessons on Social Emotional Learning (SEL) with the Zones of Regulation (ZOR) curriculum.

MSA-2's chronic absenteeism rate has maintained a blue color on the California Dashboard over the past two consecutive years during 2017-18 and 2018-19. This success has taken place in collaboration with the addition of a full-time attendance clerk who works in our office to reconcile students absences, as well as to communicate with families to support issues that need addressing. In addition, MSA2 also added a full-time school psychologist during this time to support students with social-emotional needs at school in order for students to improve students' focus and engagement in school.

The English Learner Progress has also been very high, including the most recent data in this area on the California Dashboard during the 2018-19 school year which was 71.4% for the English Learner Progress Indicator. We will continue to support our English Learners in designated classes as well as in core classes, as well as by providing addition interventions during after school and Saturday small group instruction.

During our most recent implementation of the NWEA MAP assessment during the 2020-21 academic year, MSA2 students showed overall progress of 67.5% in math and 65% in ELA met their target growth from Fall to Spring. This success took place during the pandemic of Covid-19, where MSA2 offered an expanded amount of interventions for our students, including expanding the amount of weeks where Saturday School interventions were available to include the entire school year.

MSA-2 launched our first AP Computer Programming - Java course during the 2020-21 academic year where students also prepared to take the Oracle Certified Associate (OCA) exam. The success of this new pathway was elevated by having one of our students from the first year of this program be awarded the Amazon Future Engineer Scholarship of \$40,000 which was only awarded to 100 high school students in the country.

In addition, MSA2 participated in the National History Day competition during the 2020-21 academic year, and our high school students were awarded the first place prize for in the Los Angeles County Office of Education (LACOE) competition. Further, our high school students' team was selected to advance to the California State finals for their project.

During the 2019-20 academic year, MSA-2 started a REC Foundation Aerial Drones program. In February 2020, our high school students qualified for the REC Foundation Aerial Drones World Championship. The REC Foundation Aerial Drones World Championship was scheduled to be showcased at the VEX Robotics World Championships which was planned to take place from April 26-28, 2020, in Louisville, Kentucky.

The REC Foundation Aerial Drones Competition offers middle school and high school students an opportunity to get hands-on experience in STEM education in the form of an affordable, fast-paced game. Students in the program have the opportunity to learn how to safely operate a drone, work as a team, and research workforce applications of aerial robotic technology; all while having a blast. Due to the Covid-19 pandemic, the World Championship tournament was not able to take place.

During the 2018-19 academic year, MSA-2's VEX Robotics team qualified to compete in the U.S. Open Robotics Championship tournament for the second consecutive year and placed 17th in the nation out of thousands of teams. For multiple years, MSA2 has offered VEX Robotics as an elective class for high school students. Even though VEX Robotics middle school program was exclusively offered as an after school club during the previous academic year, the team still managed to achieve a tremendous success. During the 2018-19 academic year, we offered VEX Robotics as an elective class for middle school students for the first time. The impact of this change has been positive, as demonstrated by three times more school teams qualifying during the school year for the U.S. Open Robotics Championship tournament across VEX IQ and VEX EDR.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

MSA-2 improved from math color on the California Dashboard from orange to yellow from the 2017-18 to the 2018-19 academic years. Despite this growth, we are still setting goals and taking steps to improve this performance color in math for our school. In addition, the school did not achieve a "significant" increase and MSA-2's math scores on the most recent Dashboard measure still show an average distance below the standard of 60.8 points. As such, MSA-2 is taking steps to decrease this gap, including by continuing to offer Power math classes, after school math support, Saturday School, online learning platforms to support math, and other interventions to support student growth in math across all student groups.

The math groups of socioeconomically disadvantaged, students with disabilities, and English learners are all orange for their performance indicators on the most recent Dashboard during the 2018-19 academic year for their performance in math. While English learners increased by 4.1 points in math during this same academic year, they were still 96.8 points below the standard. In addition, while students with disabilities increased by 10.5 points in math during this same academic year, they were still 119.6 points below the standard. Further,

socioeconomically disadvantaged students maintained their score by 2.9 points in math during this same academic year, and remained 65.5 points below the standard. As such, all efforts to improve the academic performance of ELA at MSA-2 must continue to include targeted interventions for these student groups.

MSA-2 is yellow in our overall ELA indicator color on the California Dashboard during the 2017-18 and 2018-19 academic years. Our growth was a significant increase in ELA during the 2018-19 academic year, where our overall score improved by 20.8 points. Despite this improvement, MSA-2's ELA scores on the most recent Dashboard measure still show an average distance below the standard of 16.6 points. As such, MSA-2 is taking steps to decrease this gap, including by continuing to offer Power English classes, after school ELA support, Saturday School, online learning platforms to support ELA, and other interventions to support student growth in ELA across all student groups.

The ELA groups of students with disabilities is orange for their performance indicators on the most recent Dashboard during the 2018-19 academic year for their performance in ELA. While students with disabilities increased by 28.7 points in ELA during this same academic year, they were still 79.9 points below the standard. As such, all efforts to improve the academic performance of ELA at MSA-2 must continue to include targeted interventions for these student groups. To support teachers and students, we will use different resources to target student needs. We will use online resources like MobyMax, Vocabulary.com, Readworks, and NewsELA to differentiate and target intervention. We will also support teachers on implementing the Study Sync curriculum to maximize student learning. We will use the interim assessments (IAB and ICA) regularly to have students practice and use the data to tailor instruction.

Under the English Language Arts indicator, the English Learner and students with disabilities subgroups have scored lower than the overall average. To support these students, the resource teachers will work with the general education teachers to identify and target the needs of any students who will benefit from accommodations. Students will be given proper settings on the SBAC test to meet their needs. Study skill programs will be given to all students to teach basic skills like test taking strategies. The English Language Development Coordinator will also work with teachers to provide strategies on how to make the curriculum accessible to these students.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

- Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent Bridge Education Program
- The overall satisfaction rates for students during the 2020-21 academic year increased by 5% (from 83% to 88%). Similarly, the overall satisfaction rates for families increased by 5% during the same period of time (from 93% to 99%). In addition, staff overall satisfaction rates maintained a high percent during this time of 98%. These three positive responses in stakeholder satisfaction over the past year are due to all stakeholders observing that despite the challenges faced during distance learning while Covid-19 was in

place, MSA2 continues to offer improved access to high quality instructional programs via distance learning as well as provide support to staff and families.

- Over the 2020-21 academic year, students showed an improvement by 6% in the area of Climate of Support for Academic Learning (from 76% to 82%), by 10% in the area of Knowledge and Fairness of Discipline, Rules and Norms (from 66% to 76%), and by 5% in the area of Sense of Belonging (School Connectedness) (from 63% to 68%). The highest approval rating for the student stakeholder group was for Climate of Support for Academic Learning, which was 82%. We are most proud of the students' response to the topic of Sense of Belonging (School Connectedness) which was 68% overall, with an improvement of 5% and compared with others in the Core district as 80-99%. We plan on maintaining and building upon this success by continuing to invest time in training our staff to provide high quality instructional programs which support students' social-emotional and academic needs during distance learning. Also, we will continue to offer interventions and support including Saturday School, PBIS weekly house competitions, online counseling sessions, online support for college applications, after school tutoring and clubs, and support via online resources.
- Over the 2020-21 academic year, families showed an improvement by 4% in the area of Climate of Support for Academic Learning (from 95% to 99%), by 6% in the area of Knowledge and Fairness of Discipline, Rules and Norms (from 92% to 98%), by 4% in the area of Safety (from 93% to 97%), and by 5% in the area of Sense of Belonging (School Connectedness) (from 93% to 98%). The highest approval rating for the families stakeholder group was for Climate of Support for Academic Learning, which was 99%. We are most proud of the families response to the topic of Sense of Belonging (School Connectedness) which was 98% overall, with an improvement of 5% and compared with others in the Core district as 80-99%. We plan on maintaining and building upon this success by continuing to invest time in families observing that although MSA2 was operating in full distance learning during this time, our school continued to provide opportunities for families to receive support and training during our parent bridge program on Saturdays, as well as communicating our continued high quality instructional programs which support students' social-emotional and academic needs during distance learning. We also will continue maintaining a high percentage of parent meetings and conferences via Zoom, including our Friday Coffee with the Principal meetings, Parent Teacher Conferences, PTF meetings, SSC, Title I and ELAC meetings.
- Over the 2020-21 academic year, staff showed an improvement by 2% in the area of Climate of Support for Academic Learning (from 97% to 99%), by 10% in the area of Knowledge and Fairness of Discipline, Rules and Norms (from 83% to 93%), and by 13% in the area of Safety (from 81% to 94%), as well as decreased by 2% in the area of Sense of Belonging (School Connectedness) (from 93% to 91%). The highest approval rating for the staff stakeholder group was for Climate of Support for Academic Learning, which was 99%. We are most proud of the staff response to the topic of Sense of Belonging (School Connectedness) which was 91% overall, even with a decrease of 2%, we still received a comparison with others in the Core district percentile of 80-99%. We plan on maintaining and building upon this success by continuing investing time in providing professional development opportunities to staff each week to support distance learning, as well as provide social-emotional support to staff based on collecting feedback from surveys. In addition, we will continue to host social events via Zoom with the staff, including PBIS weekly house competitions, monthly open mic events, and online games such as BINGO to build a sense of belonging and connectedness with the staff despite the distance learning taking place.
- The need to continue our improvements in designated/integrated English Learner services
- Providing counseling and positive behavior intervention support services to our students
- Continue using teacher evaluation system "TeachBoost"
- Our overall proficiency on the SBAC in ELA significantly increased by 20.8 points during the last implementation in 2018-19.

- 95% graduation rate; college bound high school students.
- We were ranked as the #3 STEM Charter in Los Angeles County Office of Education (LACOE) and the #4 school in LACOE by the US News Best High Schools Rankings in 2020
- We offer a very strong Robotics program which helps prepare students to participate in VEX Robotics competitions. Our Robotics team represented California in the 2018 VEX National Robotics Competition in Iowa, as well as made it to the US National Championship tournament during two consecutive years during the Spring 2018 and Spring 2019 terms with both our VEX IQ and VEX EDR teams.
- We made it to the World Championships for our RAD Ariel Drone program during the Spring 2020 semester.
- Classes using blended learning effectively
- The full inclusion of special education students is impactful to support student learning
- Professional development around explicit direct instruction
- Our PBIS program is helping lead to low suspensions and expulsion rates

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

### Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

In order to promote learning and provide a more positive learning experience for our students, MSA-2 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

Information/input sessions include PAC/Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include PTF meetings, quarterly SSC meetings, quarterly ELAC meetings, numerous parent activities/events including weekly Coffee with the Principal meetings on Fridays, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made over 100 home visits during each of the past three school years and sought feedback from the parents for school improvement.

During the distance learning and hybrid learning times which took place from March 2020 until June 2021, MSA2 took numerous steps to maintain engagement of stakeholders. In particular, MSA2 reassigned our office staff to serve in the positions of Grade Level Coordinators where they were responsible to oversee the students in each particular grade level. This support was provided to the school during distance learning as a manner to increase student engagement in learning, as these staff members made daily phone calls to families of students who are absent from classes. This communication provided the school with the connection with families who often share additional challenges which were taking place with students. In addition, we continued to hold weekly Coffee with the Principal meetings on Fridays to provide parents with an opportunity to share their feedback with the school related to their children, as well as to share important information with families. We also continued to hold ELAC, SSC, and PTF meetings during distance learning where priorities are discussed and voted upon for approval and support by members from various stakeholder groups. In addition, we created and distributed a monthly newsletter which held important information from our school administration, English Language Coordinator, Grade Level Coordinators, and also provided the community with

student journalist work.

MSA2 incorporates numerous manners to solicit feedback from our various stakeholder groups, including parents/guardians, staff, and students, in order to seek input related to the setting of priorities, including the allocation of funding to achieve these desired outcomes.

Amongst these means are the below:

- Weekly Full Staff PD meetings
- Weekly Grade Level meetings
- Weekly SPED meetings
- Weekly Admin meetings
- Weekly MTSS SEL Committee meetings
- Weekly PBIS Committee meetings
- Weekly ASB Student Government meetings
- Weekly MTSS Academic Committee meetings
- Weekly MPS Academic Task Force meetings with central office
- Weekly Leadership meetings with central office
- Weekly Title I Staff meetings with ELA and math interventionists
- Weekly Office Staff meetings
- Weekly Open House meetings
- Weekly Coffee with the Principal meetings
- Monthly Dean of Academics meetings with central office
- Monthly Dean of Students meetings with central office
- Monthly Principal meetings with central office
- Biweekly Department meetings
- Weekly College Cohort meetings
- Weekly AP Teacher meetings
- ELAC meetings
- PTF meetings
- SSC meetings
- Title I meetings
- Weekly Parent Bridge for Student Achievement Foundation (PBSAF) classes
- Weekly Saturday School meetings
- Daily After School Help Desk meetings

In addition, MSA2 utilizes the following tools to disseminate information to stakeholders:

ParentSquare

Monthly newsletter

School website

Email

Phone calls / voice message



Daily After School Help Desk meetings  
Social media  
Google Classroom  
Illuminate  
Google Forms  
Panorama Education - survey  
Home visits

#### A summary of the feedback provided by specific stakeholder groups.

MSA2 regularly receives significant feedback from all stakeholder groups, including our Parent Advisory Committee (PAC) / Parents, our students, our staff, our School Site Council (SSC), our ELAC, and our SELPA. In particular the input from each of these stakeholder groups is systematically integrated into our school operations, programs, services, planned expenditures, and other important aspects of our educational systems.

##### Introduction:

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

##### Annual stakeholder experience survey:

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

##### Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”

- “I feel like I am part of this school.”

#### Student SEL survey:

Separate from the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Specific data is collected each year from students, parents/families and staff from our annual stakeholder survey conducted through Panorama Education. The below information reflects the specific results from the 2020-21 survey from these stakeholder groups for MSA2:

#### Survey Participation Rates:

During the 2020-21 academic year, the participation rate of families increased by 6.0% over the last year (from 85.8% to 91.8%) and the staff participation rates maintained 100% over the past year. These two positive aspects of stakeholder participation took place despite the shift this year toward online surveys during distance learning. The improvement in family participation rates means that MSA2 will consider using electronic surveys in the future rather than paper surveys for all families, while using grade level coordinators to follow up with each family. While the student participation rate decreased by 4.2% over the past year during the 2020-21 academic year (from 99.3% to 95.1%), MSA2 still met our target student participation rate of 95%. The decrease in student participation rate this year took place due to the additional challenges faced during distance learning to complete student surveys.

#### Overall Satisfaction Rates:

The overall satisfaction rates for students during the 2020-21 academic year increased by 5% (from 83% to 88%). Similarly, the overall satisfaction rates for families increased by 5% during the same period of time (from 93% to 99%). In addition, staff overall satisfaction rates maintained a high percent during this time of 98%. These three positive responses in stakeholder satisfaction over the past year are due to all stakeholders observing that despite the challenges faced during distance learning while Covid-19 was in place, MSA2 continues to offer improved access to high quality instructional programs via distance learning as well as provide support to staff and families.

#### Survey Findings:

Over the 2020-21 academic year, students showed an improvement in average approval rating by 6% over the past year (from 70% to 76%). These improvements took place as a result of MSA2 investing time in training our staff to provide high quality instructional programs which support students' social-emotional and academic needs during distance learning. Students also observed that although we were in full distance learning over the past year, MSA2 continued to offer interventions and support including Saturday School, PBIS weekly house competitions, online counseling sessions, online support for college applications, after school tutoring and clubs, and support via online resources.

Over the 2020-21 academic year, families showed an improvement in average approval rating by 5% over the past year (from 93% to 98%). These improvements took place as a result of MSA2 investing time in families observing that although MSA2 was operating in full distance learning during this time, our school continued to provide opportunities for families to receive support and training during our parent bridge program on Saturdays, as well as communicating our continued high quality instructional programs which support students' social-emotional and academic needs during distance learning. We also maintained a high percentage of parent meetings and conferences via Zoom, including our Friday Coffee with the Principal meetings, Parent Teacher Conferences, PTF meetings, SSC, Title I and ELAC meetings.

Over the 2020-21 academic year, staff showed an improvement in average approval rating by 5% over the past year (from 89% to 94%). The improvements in the first three areas took place as a result of MSA2 investing time in providing professional development opportunities to staff each week to support distance learning, as well as provide social-emotional support to staff based on collecting feedback from surveys. In addition, social events still took place via Zoom with the staff, including PBIS weekly house competitions, monthly open mic events, and online games such as BINGO to build a sense of belonging and connectedness with the staff despite the distance learning taking place.

#### Successes:

Over the 2020-21 academic year, students showed an improvement by 6% in the area of Climate of Support for Academic Learning (from 76% to 82%), by 10% in the area of Knowledge and Fairness of Discipline, Rules and Norms (from 66% to 76%), and by 5% in the area of Sense of Belonging (School Connectedness) (from 63% to 68%). The highest approval rating for the student stakeholder group was for Climate of Support for Academic Learning, which was 82%. We are most proud of the students' response to the topic of Sense of Belonging (School Connectedness) which was 68% overall, with an improvement of 5% and compared with others in the Core district as 80-99%. We plan on maintaining and building upon this success by continuing to invest time in training our staff to provide high quality instructional programs which support students' social-emotional and academic needs during distance learning. Also, we will continue to offer interventions and support including Saturday School, PBIS weekly house competitions, online counseling sessions, online support for college applications, after school tutoring and clubs, and support via online resources.

Over the 2020-21 academic year, families showed an improvement by 4% in the area of Climate of Support for Academic Learning (from 95% to 99%), by 6% in the area of Knowledge and Fairness of Discipline, Rules and Norms (from 92% to 98%), by 4% in the area of Safety (from 93% to 97%), and by 5% in the area of Sense of Belonging (School Connectedness) (from 93% to 98%). The highest approval rating for the families stakeholder group was for Climate of Support for Academic Learning, which was 99%. We are most proud of the families response to the topic of Sense of Belonging (School Connectedness) which was 98% overall, with an improvement of 5% and compared with others in the Core district as 80-99%. We plan on maintaining and building upon this success by continuing to invest time in families observing that although MSA2 was operating in full distance learning during this time, our school continued to provide opportunities for

families to receive support and training during our parent bridge program on Saturdays, as well as communicating our continued high quality instructional programs which support students' social-emotional and academic needs during distance learning. We also will continue maintaining a high percentage of parent meetings and conferences via Zoom, including our Friday Coffee with the Principal meetings, Parent Teacher Conferences, PTF meetings, SSC, Title I and ELAC meetings.

Over the 2020-21 academic year, staff showed an improvement by 2% in the area of Climate of Support for Academic Learning (from 97% to 99%), by 10% in the area of Knowledge and Fairness of Discipline, Rules and Norms (from 83% to 93%), and by 13% in the area of Safety (from 81% to 94%), as well as decreased by 2% in the area of Sense of Belonging (School Connectedness) (from 93% to 91%). The highest approval rating for the staff stakeholder group was for Climate of Support for Academic Learning, which was 99%. We are most proud of the staff response to the topic of Sense of Belonging (School Connectedness) which was 91% overall, even with a decrease of 2%, we still received a comparison with others in the Core district percentile of 80-99%. We plan on maintaining and building upon this success by continuing investing time in providing professional development opportunities to staff each week to support distance learning, as well as provide social-emotional support to staff based on collecting feedback from surveys. In addition, we will continue to host social events via Zoom with the staff, including PBIS weekly house competitions, monthly open mic events, and online games such as BINGO to build a sense of belonging and connectedness with the staff despite the distance learning taking place.

#### Identified Needs:

MSA2 approval rates are already high across survey topics and questions amongst students, families, and staff. However, we will continue to strive to maintain our high rates across each stakeholder group as well as across all topics included in this survey by implementing and monitoring our contemporary programs and services, as discussed in a previous response above. In addition, we will continue to seek improvement in areas of student stakeholders, since they are the lowest scoring group typically at MSA2 historically. Even though this is the case, they continue to score high in their comparison to other schools in the core district. As such, we will continue to seek feedback from students by means of ASB Student Government, PBIS house Ambassadors, PBIS coaches, and parent feedback. Specifically, student sense of belonging is the lowest topic amongst all stakeholders, but it also improved by 5% this year, and is also ranking in the top 80-99% percent when compared with all schools in the core district. For staff stakeholders, the lowest response was for sense of belonging which also was at 91% and was the top 80-99 percent when compared with all schools in the core district.

#### Free Response - Strengths:

- Based upon the free responses to this question, the below strengths are visible in the student survey for MSA2 during the 2020-21 academic year:
- Sports program
- Safe, Small School
- Good Teachers that treat everyone fairly
- Teachers are hard-working
- Handle bullying and fix problems
- Students are treated with respect

Based upon the free responses to this question, the below strengths are visible in the family survey for MSA2 during the 2020-21 academic year:

- Staff
- Teachers
- Small class and school size
- Communication with families
- Discipline procedures

Based upon the free responses to this question, the below strengths are visible in the staff survey for MSA2 during the 2020-21 academic year:

- Small size classroom; small family environment
- Staff support each other; respecting another
- Friendly and welcoming environment for all stakeholders

Based upon the free responses to this question, the below strengths are visible as patterns across all stakeholder groups, including students, families and staff for MSA2 during the 2020-21 academic year:

- Teachers support students academically and emotionally.
- Strong communication with families
- Staff support each other; respecting another
- Discipline procedures/Handle bullying and fix problems/PBIS
- Sports program/CIF
- Safe, Small School /Small size classroom; small family environment

We are most proud of the students' response to the topic of Sense of Belonging (School Connectedness) which was 68% overall, with an improvement of 5% and compared with others in the Core district as 80-99%. We plan on maintaining and building upon this success by continuing to invest time in training our staff to provide high quality instructional programs which support students' social-emotional and academic needs during distance learning. Also, we will continue to offer interventions and support including Saturday School, PBIS weekly house competitions, online counseling sessions, online support for college applications, after school tutoring and clubs, and support via online resources.

We are most proud of the families response to the topic of Sense of Belonging (School Connectedness) which was 98% overall, with an improvement of 5% and compared with others in the Core district as 80-99%. We plan on maintaining and building upon this success by continuing to invest time in families observing that although MSA2 was operating in full distance learning during this time, our school continued to provide opportunities for families to receive support and training during our parent bridge program on Saturdays, as well as communicating our continued high quality instructional programs which support students' social-emotional and academic needs during distance learning. We also will continue maintaining a high percentage of parent meetings and conferences via Zoom, including our Friday Coffee with the Principal meetings, Parent Teacher Conferences, PTF meetings, SSC, Title I and ELAC meetings.

We are most proud of the staff response to the topic of Sense of Belonging (School Connectedness) which was 91% overall, even with a decrease of 2%, we still received a comparison with others in the Core district percentile of 80-99%. We plan on maintaining and building upon this success by continuing investing time in providing professional development opportunities to staff each week to support distance learning, as well as provide social-emotional support to staff based on collecting feedback from surveys. In addition, we will continue to host social events via Zoom with the staff, including PBIS weekly house competitions, monthly open mic events, and online games such as BINGO to build a sense of belonging and connectedness with the staff despite the distance learning taking place.

#### Free Response - Areas of Growth:

Based upon the free responses to this question, the below strengths are visible in the student survey for MSA2 during the 2020-21 academic year:

- Sports program
- Safe, Small School
- Good Teachers that treat everyone fairly
- Teachers are hard-working
- Handle bullying and fix problems
- Students are treated with respect

Based upon the free responses to this question, the below strengths are visible in the family survey for MSA2 during the 2020-21 academic year:

- Staff
- Teachers
- Small class and school size
- Communication with families
- Discipline procedures

Based upon the free responses to this question, the below strengths are visible in the staff survey for MSA2 during the 2020-21 academic year:

- Small size classroom; small family environment
- Staff support each other; respecting another
- Friendly and welcoming environment for all stakeholders

Based upon the free responses to this question, the below strengths are visible as patterns across all stakeholder groups, including students, families and staff for MSA2 during the 2020-21 academic year:

- Teachers support students academically and emotionally.
- Strong communication with families
- Staff support each other; respecting another
- Discipline procedures/Handle bullying and fix problems/PBIS
- Sports program/CIF

- Safe, Small School /Small size classroom; small family environment

We are most proud of the students' response to the topic of Sense of Belonging (School Connectedness) which was 68% overall, with an improvement of 5% and compared with others in the Core district as 80-99%. We plan on maintaining and building upon this success by continuing to invest time in training our staff to provide high quality instructional programs which support students' social-emotional and academic needs during distance learning. Also, we will continue to offer interventions and support including Saturday School, PBIS weekly house competitions, online counseling sessions, online support for college applications, after school tutoring and clubs, and support via online resources.

We are most proud of the families response to the topic of Sense of Belonging (School Connectedness) which was 98% overall, with an improvement of 5% and compared with others in the Core district as 80-99%. We plan on maintaining and building upon this success by continuing to invest time in families observing that although MSA2 was operating in full distance learning during this time, our school continued to provide opportunities for families to receive support and training during our parent bridge program on Saturdays, as well as communicating our continued high quality instructional programs which support students' social-emotional and academic needs during distance learning. We also will continue maintaining a high percentage of parent meetings and conferences via Zoom, including our Friday Coffee with the Principal meetings, Parent Teacher Conferences, PTF meetings, SSC, Title I and ELAC meetings.

We are most proud of the staff response to the topic of Sense of Belonging (School Connectedness) which was 91% overall, even with a decrease of 2%, we still received a comparison with others in the Core district percentile of 80-99%. We plan on maintaining and building upon this success by continuing investing time in providing professional development opportunities to staff each week to support distance learning, as well as provide social-emotional support to staff based on collecting feedback from surveys. In addition, we will continue to host social events via Zoom with the staff, including PBIS weekly house competitions, monthly open mic events, and online games such as BINGO to build a sense of belonging and connectedness with the staff despite the distance learning taking place.

#### Free Response - Areas of Growth:

Based upon the free responses to this question, the below areas of growth are visible in the student survey for MSA2 during the 2020-21 academic year:

- Lack of certain facilities, water fountain issue
- No field
- No sports for girls
- Vending machine taking money

Based upon the free responses to this question, the below areas of growth are visible in the families survey for MSA2 during the 2020-21 academic year:

- Teacher vacancies filled by substitutes
- Entrance location
- Lunches
- \* Many parents stated no dislikes

Based upon the free responses to this question, the below areas of growth are visible in the staff survey for MSA2 during the 2020-21 academic year:

- Lack of facilities such as library and sports facilities; restrooms are not enough
- Discipline problems; no consequences are given
- Cell phone usage among students and bad language

Based upon the free responses to this question, the below areas of growth are visible as patterns across all stakeholder groups, including students, families and staff for MSA2 during the 2020-21 academic year:

- Expand sports programs to middle school students and CIF sports to girls
- Improve access to facilities (field, school entrance, staff lounge)
- Less substitutes
- Offer more student-centered clubs
- Offer better student meals
- Follow-up on having clear consequences for disruptive students (cell phone usage among students, bad language, etc)

The areas which need our close attention are improving access to sports programs and facilities, improving quality of meals, and supporting clear consequences for student discipline issues. There are no gaps in student groups revealed by the feedback, although there is a perceived gap in girls sports opportunities which is due to the need to increase promotion of existing girls sports opportunities so that all stakeholders are aware about these.

Suggestions from Stakeholders:

Based upon the free responses to this question, the below are suggestions which are visible in the student survey for MSA2 during the 2020-21 academic year:

- More choice in electives/clubs
- Sports option for girls
- Follow through with consequences
- Shade in lunch area
- More opportunity for engagement with school and others

Based upon the free responses to this question, the below are suggestions which are visible in the families survey for MSA2 during the 2020-21 academic year:

- Better food
- More sports (specifically for middle)
- Lockers for students
- Music class



Based upon the free responses to this question, the below are suggestions which are visible in the staff survey for MSA2 during the 2020-21 academic year:

- New facility; move to a different location; more space
- Clear consequences for disruptive students
- Less substitute teachers
- Hiring process takes too long when a teacher leaves

Based upon the free responses to this question, the below suggestions are visible as patterns across all stakeholder groups, including students, families and staff for MSA2 during the 2020-21 academic year:

- More sports
- Better food
- Facility improvement

Next Steps:

MSA2 will continue to build increased sports opportunities for middle and high school students by conducting a survey of the students to seek their interest in participating in various sports. In addition, MSA2 will continue to participate in CIF sports for high school, and will take steps to reserve facilities during the instructional day for PE coaches to use with their classes as an athletic conditioning time. This will increase the students' participation in sports as well as access to improved facilities to practice.

MSA2 will seek to improve the quality of menu options available to students on campus by utilizing feedback from staff, students and families. Our goal with this process is to ultimately increase the amount of students who consume food at school to gain important nutrients which are essential to remain focused in learning and maintaining physical, and social-emotional health.

MSA2 will form a facility committee with students, staff, and families as part of the committee with the goal of increasing our access to co-located facilities during the instructional day as part of PE, as well as during outside of school hours to support PBIS programs, assemblies, academic competitions, and other school culture building activities. MSA2 will meet with our co-located schools on a bi-weekly basis to plan for use of facilities.

SELPA Feedback:

Our SELPA recommended that we continue to use the LCAP to monitor the progress of our students with IEPs and 504s through our use of programs and services as well as through continuing to monitor the data involving these students and to make any adjustments to programs and services necessary to ensure the increased success of these students.

Parent Advisory Committee (PAC)/Parents, School Site Council (SSC) and ELAC:

MSA2 feedback from our parents through our PAC, as well as through multiple stakeholder groups involved with our SSC and ELAC

supported the idea that we expand services offered during our Saturday School program, as well as expand our summer school, Spring Break, Thanksgiving Break, and Winter Break services to support student learning to support English Learners, students with IEPs and 504s, socioeconomically disadvantaged students, students in need of social-emotional and mental health support, as well as general education students from all demographic backgrounds.

#### A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

- Improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Continue using TeachBoost for teacher evaluations
- Increasing college preparedness by offering a college planning, dual enrollment with local colleges, and career exploration program for students early on, continue using Naviance to maintain the effectiveness of the “Advisory” programs, offering special programs to prepare students for the standardized tests, and preparing students to take more AP and/or college courses
- Continue investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Improving school facilities and the lunch program
- Continuing to improve the expansion of sports and arts programs to support our students

# Goals and Actions

## Goal

Goal #	Description
1	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0				2023-24: 0
Percentage of students without access to their own copies of standards-aligned instructional	2020-21: 0%				2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 0				2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 96.0%				2023-24: (Spring 2023 to Fall 2023) 90.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 98.0%				2023-24: 96.0%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers’ credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee	\$24,750.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2	Instructional materials and technology	<p>Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p> <p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and</p>	\$426,371.08	No

Action #	Title	Description	Total Funds	Contributing
		<p>depreciation.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Chromebooks: Resource: Title IV, Part A; Amount: \$8,985</li> </ul>		
3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$517,374.69	No

Action #	Title	Description	Total Funds	Contributing
4	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$8,000.00	Yes
5	Well-orchestrated Home Office support services	<p>The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&amp;C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)</p>	\$973,507.31	No

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**



# Goals and Actions

## Goal

Goal #	Description
2	EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local	2020-21: 95%				2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indicator Priority 7, SIS)					
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%				2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%				2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 91%				2023-24: 100%
Percentage of students who have received a grade of “C” or better (or	2020-21: (First semester) 73%				2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)					
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 48.5				2023-24: 60.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> <li>All Students: 41.81%</li> <li>English Learners: 7.69%</li> <li>Socioeconomically Disadvantaged: 38.19%</li> <li>Students with Disabilities: 15.56%</li> <li>Hispanic: 38.49%</li> <li>White: 58.82%</li> </ul>				2022-23: <ul style="list-style-type: none"> <li>All Students: 46.00%</li> <li>English Learners: 12.00%</li> <li>Socioeconomically Disadvantaged: 43.00%</li> <li>Students with Disabilities: 20.00%</li> <li>Hispanic: 43.00%</li> <li>White: 60.00%</li> </ul>
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> <li>All Students: 16.6 points below standard</li> </ul>				2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 10.0 points below standard</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>• English Learners: 62.1 points below standard</li> <li>• Socioeconomically Disadvantaged: 22.0 points below standard</li> <li>• Students with Disabilities: 79.9 points below standard</li> <li>• Hispanic: 24.9 points below standard</li> <li>• White: 26.2 points above standard</li> </ul>				<ul style="list-style-type: none"> <li>• English Learners: 55.0 points below standard</li> <li>• Socioeconomically Disadvantaged: 16.0 points below standard</li> <li>• Students with Disabilities: 72.0 points below standard</li> <li>• Hispanic: 18.0 points below standard</li> <li>• White: 28.0 points above standard</li> </ul>
<p>Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)</p>	<p>2020-21:</p> <ul style="list-style-type: none"> <li>• All Students: 65.0%</li> <li>• English Learners: 66.0%</li> <li>• Socioeconomically Disadvantaged: 66.3%</li> </ul>				<p>2023-24:</p> <ul style="list-style-type: none"> <li>• All Students: 70.0%</li> <li>• English Learners: 70.0%</li> <li>• Socioeconomically Disadvantaged: 70.0%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>Students with Disabilities: 66.0%</li> <li>Hispanic: 65.5%</li> <li>White: 66.7%</li> </ul>				<ul style="list-style-type: none"> <li>Students with Disabilities: 70.0%</li> <li>Hispanic: 70.0%</li> <li>White: 70.0%</li> </ul>
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> <li>All Students: 27.87%</li> <li>English Learners: 5.13%</li> <li>Socioeconomically Disadvantaged: 24.80%</li> <li>Students with Disabilities: 15.55%</li> <li>Hispanic: 23.41%</li> <li>White: 64.71%</li> </ul>				2022-23: <ul style="list-style-type: none"> <li>All Students: 34.00%</li> <li>English Learners: 15.00%</li> <li>Socioeconomically Disadvantaged: 34.00%</li> <li>Students with Disabilities: 25.00%</li> <li>Hispanic: 34.00%</li> <li>White: 67.00%</li> </ul>
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> <li>All Students: 60.8 points below standard</li> <li>English Learners: 96.8 points</li> </ul>				2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 54.0 points below standard</li> <li>English Learners: 86.0 points</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>below standard</p> <ul style="list-style-type: none"> <li>• Socioeconomically Disadvantaged: 65.6 points below standard</li> <li>• Students with Disabilities: 119.6 points below standard</li> <li>• Hispanic: 71.9 points below standard</li> <li>• White: 21.8 points above standard</li> </ul>				<p>below standard</p> <ul style="list-style-type: none"> <li>• Socioeconomically Disadvantaged: 58.0 points below standard</li> <li>• Students with Disabilities: 100.0 points below standard</li> <li>• Hispanic: 64.0 points below standard</li> <li>• White: 23.0 points above standard</li> </ul>
<p>Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</p>	<p>2020-21:</p> <ul style="list-style-type: none"> <li>• All Students: 67.4%</li> <li>• English Learners: 63.6%</li> <li>• Socioeconomically Disadvantaged: 68.3%</li> <li>• Students with Disabilities: 57.9%</li> <li>• Asian: 70.8%</li> </ul>				<p>2023-24:</p> <ul style="list-style-type: none"> <li>• All Students: 70.0%</li> <li>• English Learners: 65.0%</li> <li>• Socioeconomically Disadvantaged: 70.0%</li> <li>• Students with Disabilities: 60.0%</li> <li>• Asian: 70.0%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>Hispanic: 66.7%</li> <li>White: 87.5%</li> </ul>				<ul style="list-style-type: none"> <li>Hispanic: 70.0%</li> <li>White: 80.0%</li> </ul>
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 71.4%				2022-23: (2023 Dashboard) 73.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 14.0%				2023-24: 15.0%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> <li>All Students: 21.05%</li> <li>English Learners: 0.00%</li> <li>Socioeconomically Disadvantaged: 20.79%</li> <li>Students with Disabilities: 5.56%</li> </ul>				2022-23: <ul style="list-style-type: none"> <li>All Students: 24.00%</li> <li>English Learners: 10.00%</li> <li>Socioeconomically Disadvantaged: 24.00%</li> <li>Students with Disabilities: 10.00%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>Hispanic: 19.41%</li> </ul>				<ul style="list-style-type: none"> <li>Hispanic: 24.00%</li> </ul>

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Broad course of study and standards-based curriculum	<p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Teacher salary and benefits: \$118,815.04</li> </ul>	\$1,881,128.31	No
2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional	\$60,202.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: \$23,202</li> </ul>		
3	MTSS - Academic enrichment, intervention, and student support	<p>Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small</p>	\$653,346.02	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Lexercise, ST Math, Standards Plus, Quizizz, Padlet, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, Listenwise, Grammarly, Cambium Learning, ABC Mouse, Learning A-Z, Cityspan, Flocabulary, Alexandria Library, Nearpod, Newsela, and myON.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Intervention Teacher salary and benefits: Resource: Title I, Part A; Amount: \$108,240</li> <li>• Teacher stipends for Saturday school: Resource: Title I, Part A; Amount: \$76,000</li> <li>• Admin stipends for Saturday school: Resource: Title I, Part A; Amount: \$11,400</li> <li>• Teacher stipends for summer school: Resource: Title I, Part A; Amount: \$40,000</li> <li>• Instructional Aide stipends for summer school: Resource: Title I, Part A; Amount: \$6,600</li> <li>• Admin stipends for summer school: Resource: Title I, Part A; Amount: \$5,000</li> <li>• Educational software (Standard Plus, Quill, NWEA, myON, IXL, Padlet, Flocabulary): \$56,633</li> <li>• Educational software (AP Computer Science A Java - Edhesive): Title IV, Part A; Amount: \$3,000</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Professional services (Turnitin): Title I; \$4,500</li> </ul>		
4	Designated and integrated ELD programs	<p>Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Rosetta Stone program fees: Resource: Title I, Part A; Amount: \$1,000</li> </ul>	\$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Support for students with disabilities	<p>Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$666,517.38	No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
3	INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

An explanation of why the LEA has developed this goal.

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2018-19: 55.0%				2021-22: 70.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy	2018-19: 75.68%				2021-22: 78.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessments (Source: CDE DataQuest)					
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: 24.32%				2021-22: 35.00%
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 61.2%				2022-23: 65.0%
Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2019-20: 36.1%				2022-23: 50.0%
Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	2020-21: (As of 5/16/21) 57.5%				2023-24: 60.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 92.1%				2022-23: 95.0%
Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 29.3%				2023-24: 30.0%
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 31.7%				2023-24: 30.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2020-21: (As of 5/16/21) 58.5%				2023-24: 50.0%
Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	2020-21: (As of 5/16/21) 95.0%				2023-24: 100.0%
Percentage of high school completers accepted to a 4-year college (Source: Naviance)	2020-21: (As of 5/16/21) 71.0%				2023-24: 70.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 55.6%				Class of 2021: 70.0%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 20%				2023-24: 20%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%				2023-24: 100%
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%				2023-24: 100%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	College/Career readiness programs and activities	<p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.</p> <p>Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Naviance program fees: Resource: Title I; Amount: \$4,000</li> </ul>	\$114,388.53	Yes
2	STEAM and GATE programs	<p>Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW)</p>	\$4,490.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.</p> <p>Expenditures associated with this action include the following: supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Educational Software (Oracle Certified, Generation Genius): Resource: Title IV, Part A; Amount: \$2,490</li> <li>• Educational Software (Gizmo): Resource: Title I; Amount: \$2,000</li> </ul>		
3	Digital literacy and citizenship programs	<p>Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.</p> <p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.</p>	\$108,642.15	Yes

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		
4	Physical education, activity, and fitness	<p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$111,541.10	Yes
5	Additional programs and activities that support well-rounded education	<p>In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships,</p>	\$230,923.75	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
4	CONNECTION: All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.

An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and stakeholder surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 4				2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3				2023-24: 4
Number of Parent Advisory Committee	2020-21: (As of 5/16/21)				2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(PAC) meetings per year (Source: Local Indicator Priority 3)	32				
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 31				2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4				2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 22.1%				2023-24: 25.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 98.08%				2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 3.9%				2023-24: 5.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%				2023-24: 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 5.0%				2022-23: 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 95.0%				2022-23: (2023 Dashboard) 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%				2023-24: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%				2023-24: 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 95.1% Families: 91.8% Staff: 100.0%				2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 76% Families: 98% Staff: 94%				2023-24: Students: 75% Families: 95% Staff: 90%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 85%				2023-24: (Spring 2023 to Fall 2023) 85%

## Actions



Action #	Title	Description	Total Funds	Contributing
1	Seeking family input for decision making	<p>Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		Yes
2	Building partnerships with families for student outcomes	<p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be</p>	\$392,599.71	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>covered include, but are not limited to, the school’s EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Dean of Culture salary and benefits, and Office manager/Administrative assistant salaries and benefits.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Stipends for home visits: Resource: Title I, Part A; Amount: \$12,000</li> <li>• Parent Academy instructor salary: Resource: Title; Amount: \$10,000</li> <li>• ParentSquare professional services system: Resource: Title I; Amount: \$2,500</li> <li>• Parent Education Bridge program fees: Resource: Title I, Part A; Amount: \$10,000</li> </ul>		
3	MTSS - PBIS and SEL support	Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with	\$206,098.99	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Additional services for homeless students: Resource: Title I, Part A; Amount: \$3,000</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
4	Annual stakeholder surveys	<p>Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$2,200.00	Yes
5	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
31.02%	\$1,319,496

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.**

### Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

- Goal 1: Action 4: Healthy and nutritious meals

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Low-income students are eligible to receive reduced-price or free meals at school and this action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 2: Action 2: Professional development for high-quality instruction

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention, and student support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other

support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 4: Designated and integrated ELD programs

The majority of Charter School's student population consists of English Learners (EL), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect this action will result in increased academic achievement of our student groups, particularly of our ELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, Lexile growth, and EL reclassification rates as identified in our LCAP metrics in Goal 2.

- Goal 3: Action 1: College/Career readiness programs and activities

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of



them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, and college acceptance rates as identified in our LCAP metrics in Goal 3.

- Goal 3: Action 2: STEAM and GATE programs

Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEAM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEAM curricula. Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced

Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.

- Goal 3: Action 3: Digital literacy and citizenship programs

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our low-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. With such needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.

- Goal 3: Action 4: Physical education, activity, and fitness

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education,

activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, language other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, and college acceptance rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 4: Action 1: Seeking family input for decision making

It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. Considering the needs of our unduplicated students and their families, Charter School will

hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessments, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. We also expect this action will result in increased parent satisfaction as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These

activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 3: MTSS - PBIS and SEL support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional

supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual stakeholder surveys

It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage stakeholders in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage stakeholders in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

- Goal 4: Action 5: Community outreach and partnerships

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Charter School will increase or improve services provided for unduplicated students by at least the percentage calculated as compared to the services provided for all students in the LCAP year. Services are increased (in quantity) or improved (in quality) by those actions in our LCAP that are included in the Goals and Actions section as "contributing" to the increased or improved services requirement. We expect that these actions will result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services we provide to all students. Charter School will increase or improve services for our unduplicated students through the following actions:

- Goal 1: Action 4: Healthy and nutritious meals

Low-income students are eligible to receive reduced-price or free meals at school. Charter School will maintain nutrition education resources and promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal

programs. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes.

- Goal 2: Action 2: Professional development for high-quality instruction

Professional development will occur at the MPS organizational level and within the school. In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention and student support

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) These student supports and interventions will provide increased and improved services for all our unduplicated students who would need the extra support and attention.

- Goal 2: Action 4: Designated and integrated ELD programs

Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners.

- Goal 3: Action 1: College/Career readiness programs and activities

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory



and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints.

- Goal 3: Action 2: STEAM and GATE programs

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities.

- Goal 3: Action 3: Digital literacy and citizenship programs

Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students by expanding their knowledge and skills in an ever-evolving digital world.

- Goal 3: Action 4: Physical education, activity, and fitness

Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. These activities will result in increased and improved

services, particularly for our low-income students who may not have a physically active and healthy lifestyle.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students.

- Goal 4: Action 1: Seeking family input for decision making

Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessments, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 3: MTSS - PBIS and SEL support

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared

for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students.

- Goal 4: Action 4: Annual stakeholder surveys

Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families.

- Goal 4: Action 5: Community outreach and partnerships

Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities result in increased and improved resources for our unduplicated students.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$5,192,639.10	\$591,802.98		\$618,638.94	\$6,403,081.02

Totals:	Total Personnel	Total Non-personnel
Totals:	\$4,191,782.71	\$2,211,298.31

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Teacher assignments and credentials	\$24,750.00				\$24,750.00
1	2	All	Instructional materials and technology	\$394,572.08	\$22,814.00		\$8,985.00	\$426,371.08
1	3	All	Clean and safe facilities that support learning	\$517,374.69				\$517,374.69
1	4	Low Income	Healthy and nutritious meals	\$8,000.00				\$8,000.00
1	5	All	Well-orchestrated Home Office support services	\$973,507.31				\$973,507.31
2	1	All	Broad course of study and standards-based curriculum	\$1,699,341.27	\$62,972.00		\$118,815.04	\$1,881,128.31
2	2	English Learners Foster Youth Low Income	Professional development for high-quality instruction	\$37,000.00			\$23,202.00	\$60,202.00
2	3	English Learners Foster Youth Low Income	MTSS - Academic enrichment, intervention, and student support	\$339,297.69	\$10,631.00		\$303,417.33	\$653,346.02
2	4	English Learners	Designated and integrated ELD programs				\$1,000.00	\$1,000.00
2	5	Students with Disabilities	Support for students with disabilities	\$114,212.40	\$495,385.98		\$56,919.00	\$666,517.38
3	1	English Learners Foster Youth Low Income	College/Career readiness programs and activities	\$110,388.53			\$4,000.00	\$114,388.53

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	STEAM and GATE programs				\$4,490.00	\$4,490.00
3	3	English Learners Foster Youth Low Income	Digital literacy and citizenship programs	\$108,642.15				\$108,642.15
3	4	Low Income	Physical education, activity, and fitness	\$111,541.10				\$111,541.10
3	5	English Learners Foster Youth Low Income	Additional programs and activities that support well-rounded education	\$230,923.75				\$230,923.75
4	1	English Learners Foster Youth Low Income	Seeking family input for decision making					
4	2	English Learners Foster Youth Low Income	Building partnerships with families for student outcomes	\$297,789.14			\$94,810.57	\$392,599.71
4	3	English Learners Foster Youth Low Income	MTSS - PBIS and SEL support	\$203,098.99			\$3,000.00	\$206,098.99
4	4	English Learners Foster Youth Low Income	Annual stakeholder surveys	\$2,200.00				\$2,200.00
4	5	English Learners Foster Youth Low Income	Community outreach and partnerships	\$20,000.00				\$20,000.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$1,468,881.35	\$1,913,432.25
<b>LEA-wide Total:</b>	\$1,468,881.35	\$1,913,432.25
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Healthy and nutritious meals	LEA-wide	Low Income	All Schools	\$8,000.00	\$8,000.00
2	2	Professional development for high-quality instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$37,000.00	\$60,202.00
2	3	MTSS - Academic enrichment, intervention, and student support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$339,297.69	\$653,346.02
2	4	Designated and integrated ELD programs	LEA-wide	English Learners	All Schools		\$1,000.00
3	1	College/Career readiness programs and activities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$110,388.53	\$114,388.53
3	2	STEAM and GATE programs	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$4,490.00
3	3	Digital literacy and citizenship programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$108,642.15	\$108,642.15
3	4	Physical education, activity, and fitness	LEA-wide	Low Income	All Schools	\$111,541.10	\$111,541.10

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	5	Additional programs and activities that support well-rounded education	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$230,923.75	\$230,923.75
4	1	Seeking family input for decision making	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	2	Building partnerships with families for student outcomes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$297,789.14	\$392,599.71
4	3	MTSS - PBIS and SEL support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$203,098.99	\$206,098.99
4	4	Annual stakeholder surveys	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,200.00	\$2,200.00
4	5	Community outreach and partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$20,000.00

**Annual Update Table Year 1 [2021-22]**

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			<b>Totals:</b>	<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
			Totals:		



# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

### Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.



Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

**Goal Analysis:**

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

**Unduplicated Percentage > 55%:** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

**Unduplicated Percentage < 55%:** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

#### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.